DOCUMENT RESUME

ED 060 179 VT 014 413

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TITLE	K through 12 Project in Career Development and Bridging the Gap Between School and Work. First Interim Report and Appendixes.
INSTITUTION	Watertown Independent School District 1, S. Dak.
SPONS AGENCY	Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
PUB DATE	15 Sep 71
CONTRACT	OEC-0-71-0526
NOTE	186p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Career Education; Counselors; Developmental Programs; *Educational Change; Inservice Programs; *Occupational Information; *Pilot Projects; *Program Descriptions; Staff Orientation; Teachers; Vocational Development

ABSTRACT

This exemplary project is designed to help all students bridge the gap between school and work by creating change through an inservice program for counselors and through the implementation of a program of occupational information, orientation, and exploration for grades K-12. Phases of the project are: (1) staff recruitment and planning, (2) district staff orientation, (3) program implementation, and (4) evaluation data collection. Phases I and II were initiated during the first year of operation, and the framework and materials are available for continuation of the third phase. A complete summary of the first year of operation is included in this report. (GEB)

ED 060179

First Interim Report

K-12 Project In

CAREER DEVELOPMENT

And Bridging The Gap

Between School And Work

VT014413

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FIRST INTERIM REPORT

Project No. 0-361-0159
Contract No. OEC-0-71-0526

K through 12 Project in Career Development and Bridging the Gap Between School and Work

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Clayton D. Carlson
Watertown Ind. School Dist. No. 1
435 Tenth Avenue Northwest
Watertown, South Dakota 57201

September 15, 1971

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The Project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Clayton D. Carlson
Watertown Ind. School Dist. No. 1
435 Tenth Avenue Northwest
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September 15, 1971

WATERTOWN INDEPENDENT SCHOOL DISTRICT No. 1

CAREER DEVELOPMENT PROJECT

WATERTOWN, SOUTH DAKOTA 57201

CLAYTON D. CARLSON
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September 15, 1971

Dr. Sidney High, Chief
Exemplary Programs, Contracts
and Grants Division
U. S. Office of Education
Washington, D. C. 20013

Dear Sir,

I am herewith submitting the first annual interim report of the Career Development Project of the Watertown Public Schools.

The report covers the period September 13, 1970 to September 14, 1971.

I trust this report will be of value to you and to others interested in career education.

Respectfully,

Robert Cockle

Robert H. Cockle
Superintendent of Schools

RHC/sr

FOREWARD

Many ingredients blend to make a project truly exemplary rather than purely incidental.

It is hoped that this first annual report will reflect the planning and activities of the initial year of operation of the K-12 Career Development Project.

We know that implementation is paramount. This involves the cooperation of students, teachers, administrators, parents, communities, agencies, and staff personnel. The career education concept is developmental in nature and needs to be continually evolving and dynamic in its growth pattern so it will become an integral part of the education process.

The Career Development staff wishes to thank many individuals and groups for their assistance in making this project successful and practical.

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REPORT SUMMARY

A. Time Period Covered

The first Interim Report of the Career Development Project covers the period from September 14, 1970 to September 13, 1971.

B. Goals and Objectives of the Career Development Project

The Career Development Project is designed to create change in two major areas; through an in-service program for counselors within the school district and statewide, and through developing and implementing a program of occupational information, orientation, and exploration for K through 12. The program is designed to help all students in the district bridge the gap between school and work. Here, specifically, are the project goals:

- Develop and implement an in-service program for counselors on occupational counseling to increase their ability to assist non-college bound students.
- Develop and implement a program of occupational information which will be integrated into the curriculum of the eight elementary schools (K-6). The program is designed to increase the student's knowledge of the "world of work" and the application of the curriculum content to the world of work.
- Develop and implement a program of occupational information, orientation, and exploration for secondary students (7-12) that will increase their knowledge of the world of work, provide them with an opportunity to explore a minimum of five occupational areas, and help them to see occupational training programs and workers in occupations unfamiliar to them.

- Develop and implement a program to identify at an early age the potential dropouts. Those identified will become involved in an intensive program of counseling, training, job placement, and follow-up, whether they continue in school or drop out before graduating. This should reduce the flow of these students into ranks of the unemployed or under-employed.
- Develop and implement work experience, cooperative education, and similar programs at the secondary level to make possible a wide variety of offerings in many occupational areas.
- Develop and implement provisions for students not previously enrolled in vocational programs to receive specific job entry skills just prior to the time that they leave school. Some of these training programs will be very intensive and of school duration.
- Develop and implement provisions for intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling. Placement will be accomplished in cooperation with appropriate employment services, manpower agencies, etc. In addition to the broad goals of the project, each staff member has developed several sub-objectives to support and carry out the major purposes of the program.

C. Procedures Followed

The project is divided into four phases. The first phase included the recruiting and employing the project staff. This was followed by an in-depth planning of the activities of the project and the development of policies, procedures, and the securing of resource materials. The products of phase one serve as a basis for all future

activities of the project.

The second phase involved the orientation of the total school district staff to the project, and developing the function each staff member plays in the total project. This work was in preparation for the initiation of the various activities that will bring the benefits of the project to the students. The goal of the project is to serve the students so it is important they become as involved as soon as possible.

Phase three is implementing the various programs to be conducted. This includes integration of occupational information, orientation, and exploration into the curriculum. Identification of potential dropouts, disadvantaged, and the handicapped students, along with intensive occupational counseling for the junior and senior high school students will be conducted.

The fourth phase will involve the collection of data and information to be utilized in the evaluation of the project. It will also include the placement and initial follow-up of students leaving school and the development of materials for dissemination to other schools for their use in similar programs.

Additional sums of money from the State Division of Vocational-Technical Education is being used in other demonstration projects throughout the state of South Dakota. These projects supplement the exemplary project of the Watertown School District.

D. Results, Accomplishments

The first project year was one of organization and planning, although some pilot exemplary efforts were implemented on a trial basis. Those with the greatest potential for promoting career development concepts will

be continued as an integral part of the curriculum.

Through two workshops, South Dakota elementary and secondary school counselors were made aware of the latest methods and materials in career counseling. The Career Development staff is continuing to work through these key people in school systems throughout the state to implement career education ideas in their own school.

Through meetings with the state guidance association and area counselor organizations, counselors are becoming familiar with the entire range of career counseling activities.

The framework has been built for implementing a program of occupational information into the entire K-12 program. Supplies and materials have been obtained, the present testing program has been studied, and a new testing program is being implemented during the 1971-72 school year. One continuing strategy begun during spring, 1971, is the use of a substitute who teaches a career development lesson while the elementary curriculum specialist confers with the teacher.

An occupational counseling center was opened in the senior high school in April, 1971. Here students have opportunity to discuss their interests, abilities, personality, and past performance in relation to realistic occupational choices. Information on occupations is available through several media.

The major service clubs in Watertown have been made aware of the project, and at least 30 percent of their members have agreed to serve as career consultants. The traditional high school career day is being replaced with an ongoing process of career consultation.

Students entering junior and senior high school were offered, on a voluntary basis, a week-long program of orientation to their new schools by the Career Development staff. They were introduced to the purposes of counseling and were made aware of the counseling and career facilities available in their schools.

A class for potential high school dropouts is continuing during the 1971-72 school year. The class helps students become aware of what employers and society expect of them, and provides occupational counseling.

Specific job training skills are being provided through the new Multi-District Career Center, a satellite program of the Career Development Project. Seven areas of career exploration are offered to juniors and seniors from 12 high schools. Five other satellite programs were funded.

Here are some of the other major accomplishments of the project for the past year:

- Array of occupational information and materials secured.
- School testing program evaluation and recommendations for change made.
- Career lessons taught in all elementary classrooms.
- Field trip file and manual completed.
- Elementary career development lesson plans assembled.
- Career development concepts integrated into Junior High School curriculum.
- Post High School Opportunities Day organized.
- Student orientation conducted.
- Newsletters launched.
- Class for potential dropouts begun.

- Advisory committees formed.
- Disadvantaged students placed on summer jobs in cooperation with the Neighborhood Youth Corps.
- Employer cooperation secured for providing jobs to disadvantaged students.
- Ongoing program of student's "day on the job" with a career consultant organized.
- Slide and cassette tape job information series begun.

E. Evaluation

The first year of the Career Development Project can be considered successful in spite of time handicaps and the lack of a full staff complement through much of the initial operational phase. The project staff is well qualified and dedicated and appears to have the enthusiasm to propel the project in the Watertown school system and statewide. Staff selection was carefully accomplished during the first year.

What appeared to be a year of organization and planning was also a year of considerable achievement. The community has been involved in various ways in the program. Broader community involvement is suggested for the project's advisory committee. Several service clubs and community organizations have pledged support to the project.

A broad and valuable assortment of resource material has been assembled, including some important staff-prepared materials.

Further integration of the project staff with the regular staff of the school is recommended to speed the impact of the program.

A single counseling center in the Senior High School, to encompass all career planning, is suggested in place of the present dual arrangement.

F. Conclusions and Recommendations

A survey of the senior class in the spring of 1971 indicated a strong need for career education and guidance.

The uncertainty of the students concerning their post high school activities points up the need for a continuing program of career education, beginning in the primary grades and continuing through high school.

Contact within the community --- service clubs, businessmen, and individuals in various facets of community life --- revealed a strong concern for the career education needs of students.

Interest shown in the project resulted in intensive planning for field trips and a career consultant program. An advisory committee was also formed through community involvement.

The interest and desire to cooperate with the project extends from teachers and counselors in the Watertown school system to educators nationwide. Two week-long workshops for South Dakota counselors were held by the Career Development staff in June. These were coordinated through South Dakota State University for graduate credit. Those attending the workshops will continue to be a key to disseminating program information. The principals and teachers in the local system are rapidly becoming career education innovators, after being exposed to career development concepts during the last months of the past school year. Recognition that career education is essential for students --- a common ground for all --- has stimulated educators to cooperate

fully with the project staff and activities.

Timing has proved to be an obstacle to this program during its first year of operation, resulting in difficulty in hiring staff, budgetary, and implementation problems. These problems have been largely solved, and should be minimal in the future.

There has been an apparent lack of communication among the career education projects in the various states. Now that direction has been established by the projects, a communications link seems essential.

A. PROBLEM AREA

The Watertown Public Schools, through its Career Development Project, has accepted the challenge of becoming a link in helping prepare students for the real world of work outside of the classroom. There is a vital need to relate school and careers. Many students feel alienated from school because of their inability to understand how their educational program will help them achieve job and career goals later in life.

Many of today's high school students find it difficult to make the school-work transition since the working world is invisible to many young people because of the complexities and specialization found within most businesses. Schools, to be relevant, must provide occupational preparation from kindergarten through high school.

Career development is a process closely tied to the total development of an individual and should not be viewed as a single event. Perceptions of the world today have been distorted because of educational barriers which provide disjointed opportunity for work world contact. The work world is very different from what it was in the past when half of the population was engaged in farming.

Research emphasizes that career development activities should begin in the elementary field with publications, audio-visual programs, programmed instruction, interviews, simulation, and experiences in the world of work.

Every discipline in the curriculum, including economics, plays its part in teaching career development concepts. Many of these disciplines are coordinated. For example, the social studies program is geared to these understandings and creative subjects such as language

arts will be useful concept teaching tools to involve the students in career understandings.

Youth need the opportunity to explore their values, attitudes, and interests in relation to the wide range of options in education and careers that will be open to them. Therefore, the need for individualizing instruction in career education is regarded as vital in this program.

The program's problem area remains essentially the same as outlined in the original proposal, and the following statements are from the Problem Area outlined in the proposal:

- The Watertown schools, K-12, have emphasized the academic program. Every student is given the requirements for entrance into a baccalaureate degree program. Guidance counselors have spent much of their time counseling students into academic areas. With the advent of the post-secondary Vocational-Technical School (in 1965) has come an awareness of the need for more emphasis on vocational-technical education in the system.
- Specific needs are in the area of the background of counselors on the junior and senior high level. The present counselors are academically oriented and tend to think in academic terms. There is a need for a program to assist them to see the overall benefits of areas other than academics for the students. In-depth, in-service programs for the present guidance counselors are necessary.
- Academics are of prime importance (in the elementary program) and the prime importance of the worth of work is played down. Again the in-

service work with elementary instructors and the introduction of new materials on occupations . . . is needed.

- The secondary curriculum includes some work in industrial arts. These have not been popular courses because of their work-related concept. The glamour of the degree overshadows the worth of work. In-service education to emphasize the needs of students in all areas of work, the availability of resource materials covering all occupations, and general classes in preparing students for work after high school completion are needed.
- Work experience while in school should be provided for many students. This again lends credence in relating learning to doing.
- All students need an introduction to the many fields of work, both on the professional level and the technical level. Appreciating every area of endeavor is essential.
- To culminate the activity of guidance and counseling, direct interest needs to be taken in graduating students or in students leaving school. Pupils leaving for further academic work in colleges are being adequately served. Those going into the field of work are ignored. Special preparation such as job placement, apprenticeship programs, post-secondary vocational-technical school opportunities should be given to each student.
- School should provide an opportunity for each student to secure a background for the world he will live in. A broad experience, an encouragement to consider all areas of . . . work . . . is essential. He should be aware of what is

needed for him to succeed in the occupation he prefers, how he would contact the people who provide the type of work he would like, and what his opportunities are in the field. The great variety of opportunities provided in the manpower agencies will be of benefit to him only if he knows of their existence and knows how to use them.

- The program must change dramatically from the lower elementary grades to the junior high school level. The change, however, should be gradual over this span.
- The junior high school program is vital to the student's development. Here he gains greater insights and understandings regarding the world of work. He also gains physical contact with the world of work through exploratory programs.

Counselors, both within the Watertown system and statewide, need to be made familiar with the entire range of career counseling activities and with the latest methods and materials needed for career counseling. A wide range of resources are vital to conducting an in-service program for counselors, and to put career counseling into effect in this and other systems.

Curriculum and counseling material needs will span all media, drawing the best in innovative material and research from all possible sources. Testing is one area of special concern for study and improvement.

Of prime importance is developing career education concepts and methods as an integral part of the curriculum on all the grade levels and in all of the schools in the system. This makes teacher orientation and involvement essential throughout the duration of the program.

Students who are in danger of dropping from school, those who have dropped, and those who may be frustrated with a college preparatory program need special attention in developing information and attitudes toward the world of work through career counseling and assistance with on-the-job education opportunities. All students need some direct contact with the world of work, both through field trips, consultants from business and industry, materials representing a broad cross-section of industry, and materials developed within the program.

Involvement of the Watertown school faculty, administration, people in all areas of community life, and public agencies need to become involved in the career development effort if it is to succeed.

Several schools in the state should become involved in the program through counselor training, through communication links such as organizations fostered or supported by the program, or through published media. Satellite programs in several areas of the state will also be necessary to explore various facets of career development and to serve as disseminators of career development information.

B. GOALS, OBJECTIVES

Career development serves as a motivating force for children who may otherwise see little reason for attending school. The Watertown schools are retaining the basic skills but are enriching their curriculum through career development to make it more meaningful. Challenging information captures the student's imagination and encourages him to learn about life from life experiences. Field trips emphasize that everyone working in a business is either helping to produce goods or services or both.

Education should be organized to provide career development for everyone. The goal of this project is to help children see the world of work as it really is --- society serving society by satisfying man's needs and wants. Early in their schooling students will come to recognize the importance of individual jobs to the whole. While exploring and increasing their interests and aptitudes they will develop a meaningful understanding of the real reasons for learning.

Primary Objectives

The primary objectives of the program are to familiarize pupils with the modern world of work wherein they will observe the implications of school subjects for occupational roles, to improve self-concepts, upgrade aspirational levels and achievement, and to involve parents and community in understanding intermediate pupils' career development needs.

Watertown's program is spanning the school-work gap by making information on occupations an integral part of the K-12 curriculum. It is also assisting disadvantaged and economically and academically handicapped

students, and is identifying and assisting potential dropouts. Intensive occupational counseling is provided for junior and senior high school students.

Meets Range of Needs

The program is geared to meet the full range of needs of each student. Hopefully, the day will soon pass when a student leaves school after 12 or 13 years with little more than a certificate and a handshake. Each step in the career development process moves the student closer to a place in the world of work.

Many of the most exciting work options available are in areas where talents other than those needed for college are most applicable, but few parents or counselors are aware of these careers.

While the specific goals and objectives of the program are stated in the Report Summary, and will not be repeated here, there are many ramifications of these goals, such as:

- Helping students become familiar with a wide variety of occupations and with the potential satisfactions to be derived from an occupation.
- Help students evaluate their interests, abilities, values, and needs as they relate to occupational roles.
- Help students see the relationship between various educational avenues and career opportunities.
- Help students see how work adds meaning to life and serves as a means of gaining social rewards.
- Help students gain an appreciation for the economic and social values that different forms of work have in our society.

Primary grade children are appealed to through their

natural love of fantasy. Through audio-visual means they find themselves cast in the role of workers. Concrete math experiences precede the abstract so that the child is able to picture exactly what is meant in his discovery of facts, meanings, and generalizations. This results in the student visualizing himself as a worthwhile individual in the world of work, a competent member of society fitting into our economic framework as a contributing citizen.

The elementary school overall objective is to build into the curriculum itself content which shows the place of the school in the larger world. An effort is being made to show how skills acquired in school have later utility. These skills build toward the development of skills that will have utility in the world of work.

Junior High School

In junior high school an opportunity for more explicit career planning exists. The change from the elementary programs is one of tempo and intensity.

At the seventh and eighth grade levels all students have an opportunity to learn about the many options in jobs and careers. The program at this level is not aimed at decision-making, but at providing all students with an opportunity for exploring as many different kinds of jobs as possible.

At the ninth and tenth grade levels, students have an opportunity to explore some job clusters in depth. This exploration provides a more realistic understanding of careers, and gives a better knowledge base upon which to make sound decisions concerning job preparation. Students become more selective in job exploration after the tenth

grade. An overriding goal of the program is to bring occupational choices more into line with job opportunities by integrating career information into the entire curriculum.

In the final years of high school, the focus is on the specific act of career development, on identification of the points of control that exist in specific decision-making situations as well as on ways in which leverage might be exerted over them.

C. PROCEDURES FOLLOWED

All of the schools within the Watertown School District and all of the pupils of these schools are in some way involved in the Career Development Project.

Watertown, a city of 14,000 population located in an agricultural and lake region in northeastern South Dakota, has six public elementary schools, 3 parochial elementary schools, one public junior high school, a private junior high school, one public senior high school, one private girl's high school, the Multi-District Career Center, a satellite project of the Career Development Project, and a public area vocational-technical school.

The rural areas, with a population of some 2,500, cover a radius of about 20 miles from the city.

School Population

Total population, K-12, of the schools within the district is 3,912. In addition, 393 students from ten districts attend the new Multi-District Career Center for two-hour time blocks. About 169 of these students are in grade 12 at the Watertown Senior High school.

The six elementary schools (K-6) have an enrollment of 1904. The public junior high school (7-9) has 943 students enrolled, and there are 998 in the public senior high school. There are 21 special education students.

The Lake Area Vocational-Technical School is a post-secondary school with an enrollment of 517.

The project is designed to affect all students within the district to some degree. A broad range of

methods, materials, and media are being used. Consultants from education, industry, and business, --- nationwide, statewide, and locally --- are being used in developing and implementing the program.

Implementation

As programs are developed they are, in most cases, implemented through the administration and staff of the schools within the Watertown district. An exception is the Work Experience Program, where a Career Development staff member, Jack D. Hegna, works directly with the high school age students involved, and the Occupational Information Center in the Senior High School, where the program's occupational counselor has direct contact with students. Direct involvement with students is necessary, and desirable, in many other facets of the program. The curriculum specialists, for example, find that contact with students, through their teachers, is an intrinsic part of their activities. Junior and Senior High School orientation and testing are other examples of direct involvement of Career Development staff members with student population.

In general, integration of the activities of the Career Development staff with the activities of the regular staff of the school district is essential to integrating career development concepts into the curriculum.

Administration, Staff

The school administration consists of a superintendent, an assistant superintendent in charge of instruction, a K-12 curriculum director, ten principals and assistant principals, and a business manager.

There are supervisors for art and elementary vocal

music, two school nurses, and a food services coordinator.

The Senior High School has a teaching staff of 44, and there are also 44 teaching positions in the Junior High School. The Multi-District Career Center has a director and 12 teaching specialists. The Lake Area Vocational-Technical School has two directors - - one for health occupations and one for industrial and technical fields - - and 43 instructors.

The six elementary schools have 71 teachers. In addition, there are four special elementary teachers, two each for music and physical education. Three professionals are employed under the Title I program: a speech therapist, a mobile lab tutor, and a motor skills teacher. Seven compensatory education tutors serve in the elementary, Junior High, and Senior High Schools.

There are 20 Title I aides serving all grade levels, and six non-certified aides.

Career Development Staff

The Career Development staff consists of seven professional members with a wide range of experiences in education, business, and industry.

Clayton D. Carlson, project coordinator, was formerly a classroom teacher and director of guidance in the Watertown Senior High School, was vocational counselor for the Lake Area Vocational-Technical School, and has been director for the local adult basic education program for four years. His background includes three years as an insurance agent, and retail, wholesale, and service jobs. He holds an undergraduate degree in economics

and a master's degree in guidance and counseling. He has attended a wide range of professional institutes.

William R. Anderson, occupational information specialist, has a baccalaureate degree in journalism and 14 years experience in several phases of journalism, including three years in public education. He has an agricultural background and several years of experience in agricultural businesses.

Paul E. Biegler is occupational counseling specialist, and holds a master's degree in guidance and counseling. His work background includes sales, management, and counseling.

Wayne Cormaney, Senior High School occupational counselor, was formerly on the guidance and counseling staff of the Watertown Senior High School. He holds a master's degree in guidance and counseling.

Elementary curriculum occupational education specialist is Mrs. Helen Dickson, a former elementary teacher with a master's degree in education. She has a wide range of experience in business and in education.

Jack D. Hegna, who has a baccalaureate degree, is work experience coordinator. His background is mainly in personnel management with a manufacturing firm. He has worked in an institution for juveniles, and has held various service jobs.

David Marquardt is the secondary curriculum occupational education specialist. A Watertown native, he holds a master's degree and was teaching in the Watertown Junior High School. He has teaching experience in two other schools, and has experience in wholesale and

retail business, and in Federal legislative assistant and research positions.

Project Priorities

Hiring of staff was the initial project priority, and this was complicated by the September starting date. The first staff members were hired in December, 1970 and the staff was filled in August, 1971 when an occupational counselor and secondary curriculum specialist were hired. Facilities were acquired and furnished early in the project year.

A State Project Approval Committee was formed at the outset of the project to insure coordination of all exemplary projects within the state, and a local advisory committee, comprised of educators and businessmen, was formed.

Planning of activities, development of policies, orientation meetings with the regular school staff, procedures, and acquiring resource materials occupied the first few months of the project.

Satellite Projects

Five satellite projects are in operation --- one in junior high curriculum at Aberdeen, elementary curriculum at Rapid City, a video tape occupational library at Sioux Falls, one at Springfield involving seniors of small high schools, and the Multi-District Career Center at Watertown.

The Career Center provides for students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time that they leave school. Some of these programs are very intensive and of short duration.

The operation of the satellite projects is detailed in Section D.

Strategies

Various strategies are being used to accomplish the goals of the project.

An in-service program for counselors, to make them familiar with the entire range of career counseling activities involves the following methods: meeting with the various counselor organizations in the state, project sponsored summer workshops for counselors, and individual counselor visits across the state.

Integrating occupational information into the K-6 curriculum is being accomplished through field trip guidelines, materials for concrete math examples, revised testing program, art, dramatic, literary, and musical curriculum ideas and materials relating to career development, and through a study of the career life models of a variety of people.

Suggested miscellaneous lesson plans arranged by subject and grade level, for teacher use, are used in the elementary schools. Brainstorming and problem solving techniques will also provide excellent tools and these techniques will be incorporated into the curriculum.

Interest surveys in the sixth grade will help students become aware of their becoming individuals with their own preferences, likes and dislikes, and abilities.

Occupational information, orientation, and exploration is provided for secondary students (7-12) through occupational information centers using multi-media to give the students an opportunity to discuss their interests,

abilities, personality, and past performance in relation to occupations.

An occupational information center, staffed by two Career Development staff members, was opened during spring, 1971 in the Watertown High School. Another is being formed in the Junior High School.

Supplemental efforts are a classroom career exploration efforts, periodic emphasis on occupational clusters, use of resource people, review of the testing program, and a post-high school opportunities day, designed to provide students from several area schools with a broad exposure to educational and work opportunities. A Career Development staff-sponsored orientation of students entering the Junior and Senior high schools would also expand the career education effort.

Dropout Program

A program for potential dropouts provides the disadvantaged student an opportunity to evaluate and to begin building his future in the world of work.

The program, conducted by the work experience coordinator, is in the format of cooperative vocational education, with related vocational instruction in the class and on-job experience. This provides a positive learning experience in the student's path to becoming a mature and responsible citizen.

The class, which replaces an elective course, links the disadvantaged student and his adjustment to society. The job-life related class meets three times weekly, and each student is provided work experience at least five afternoons a week.

The program is offered to all high school students. Seven students were involved in the spring of 1971, and this figure expanded to approximately 20 in the fall.

The class is conducted on an open group discussion basis, and is geared to the student's needs and level of progress. Here is a general course summary:

- Self evaluation --- understanding self and others; attitudes.
- Basic day to day living problems and frustrations.
- Orientation to the world of work; discussing individual interests and abilities; steps in obtaining and holding a job.
- Succeeding in the world of work; employer-employee relations.
- Legal aspects of employment.
- Insurance, Social Security, workmen's compensation, unemployment, etc.

Job opportunities are obtained for the student to help him become aware of the world of work and to learn job skills. Students are interviewed under normal employee interviewing methods. The basis guidelines of a cooperative education program are followed:

- Selection of a work station.
- Jointly prepared training plan insuring learning of job skills and positive employer-supervisor experiences.

The work experience coordinator provides coordination between school and work.

Through continued contact with students who have dropped from school, the student can be urged to return

to school and give him an opportunity to evaluate himself and his future.

Information Program

Access to and surveillance of appropriate educational data or document banks, including the ERIC system, and contact with organizations, businesses, and institutions to identify and secure occupational information materials will expedite the goals and efforts of the project staff. Findings and appropriate information should be disseminated by the project, with a feedback system to establish the effectiveness of the career development efforts of the project.

Information dissemination would take the form of special and project reports, publications, newsletters, news media releases, and tape and slide presentations.

Secondary Contacts

Pre-school contact was made by the secondary curriculum specialist with ten department heads and teachers in the Junior and Senior High Schools interested in career development related work within the classroom.

The chairman of the junior and senior high school science departments served as a consultant to help develop ideas for implementing career development concepts in 10th grade biology and in 7th grade science.

Elementary Efforts

Concrete understandings are developed and real life situations are used as a model wherever possible. The elementary curriculum specialist has developed some suggested lessons which teachers are trying and eval-

uating. Hopefully these will inspire teachers to modify and to invent methods of their own to accomplish the most from their field trips.

A wide range of audio-visual materials have been purchased, including film strips, cassettes, and picture study prints. These can be used with a social studies program and in connection with teacher's efforts to develop a good self concept within each child. To stress the importance of the self concept in career development, a copy of Dr. William Glasser's book, Schools Without Failure[1], has been placed in each elementary school so teachers can refer to the self-concept development techniques discussed in the book. In addition, each principal has encouraged his teachers to use group counseling techniques.

Concrete understandings in math prior to presenting abstract concepts is being encouraged in the classroom by making available curriculum materials to be checked out with other audio-visual materials. It is hoped that these will spark teacher choices of materials and lesson ideas found lacking in some of the schools.

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[1]Glasser, William, Schools Without Failure, 1969.

D. RESULTS, ACCOMPLISHMENTS

Sixty South Dakota counselors and other educators became more familiar with a wide range of career counseling activities and with the latest methods and information needed for career counseling through two week-long summer workshops conducted by the Career Development Project staff.

This in-service program for counselors, designed to increase their ability to assist the non-college bound student, is continuing through meetings with the various counselor organizations in the state and through individual staff visits with counselors.

The counselors are being encouraged to conduct interest, personality, and interpretative testing, and are further encouraged to be a catalyst for career development in their own schools.

Through occupational information centers in the Junior and Senior High Schools, students have opportunity to explore occupational areas and increase their knowledge of the world of work. They become aware of areas of work unfamiliar to them, and learn of training program requirements and availability.

Through course work at the junior high level, students can relate their characteristics, interests, aptitudes, and abilities to occupations. Students become acquainted with the American economic system and how it provides jobs, and explores occupational areas as outlined in the Dictionary of Occupational Titles.

Secondary Staff Involved

Initial results of involving secondary department heads and teachers in career development planning prior to the beginning of the 1971-72 school year included a general approach to career development in 10th grade biology involving considerable student and community involvement.

The Senior High School language arts chairman and the junior high English department chairman served as consultants for career development efforts in their areas. The program begun in 10th grade English includes in-depth career examination integrated into a composition unit.

Plans are drawn in the 9th grade and implementation is being made of a student study of individual workers on jobs. In the 9th grade speech program, career development information is integrated into the program with emphasis on self inspection, analysis, and examination of career opportunities.

Ohio State University's World of Construction[1] course outline is being used as the basis for a 9th grade industrial arts program. Close examination is being made of opportunities in the world of construction at the local level.

Contacts have also been made with several other departments in the Junior and Senior High Schools since the secondary curriculum specialist assumed his duties with the project on August 9. Preliminary plans and discussions have resulted in formulation of tentative

[1] The World of Construction, Ohio State University, Columbus, 1970.

possibilities and new ideas for implementing career development methods in these departments and classrooms.

Using the preliminary information derived from the contacts with secondary school personnel, exploratory methods and techniques are being developed for recommended use in the established curriculum.

Community Resources

Full use of audio-visual materials and of community resource people is planned. The major service clubs in the city are the primary source of career resource personnel. Fully 30 percent of the membership of the service clubs are serving as career consultants. A valuable adjunct to this program is the "Day on the Job" effort, where a student will spend an entire day with the resource person observing his normal occupational role.

The project staff has effected a change in the traditional high school "Career Day." This has become the "Post High School Opportunities Day," involving several area schools. Senior students will be able to explore in depth a variety of occupational and educational options.

Student Orientation

More than 300 students entering the Junior and Senior High Schools in the fall of 1971 participated in a week-long orientation program, originated and offered by the Career Development staff. Students became aware of the counseling and career facilities available in their schools.

A program to identify potential dropouts was

implemented early in 1971 and is continuing. Those identified become involved in an intensive program of counseling, training, job placement and follow-up, whether they continue in school or drop before graduating. Seven students were involved in the program in the spring of 1971. About 20 are involved during the 1971-72 school year.

An effort is underway to urge and help the dropout to return to school and give him an opportunity to evaluate himself and his future. During the summer 20 disadvantaged youths were placed with various public agencies for employment in cooperation with the National Youth Corps program.

A survey of high school seniors in the district revealed significant information about the student and the occupational counseling he has received, and specific plans for career choices following high school. Twenty percent of the seniors are undecided about career plans, and another large percentage have plans that are not realistic or practical.

Elementary Program

On the elementary level, the present testing program has been thoroughly studied, and recommendations made on a pending new program of testing.

Resource materials have been gathered in elenentary art, dramatics, literary, and musical curriculum areas, and on life models of famous people in various careers. Administrative and teacher contacts have been made to incorporate these innovations into the curriculum.

A variety of career development lesson plans

for teacher use have been written and made available on the elementary level. Brainstorming and problem solving techniques, with opportunities for students to use these tools in various ways, are being incorporated into the elementary curriculum. Implementation of an interest survey in the sixth grade is underway.

Teachers Contacted

The elementary curriculum specialist contacted all of the elementary teachers in the Watertown school district during the final months of the 1970-71 school year, and provided orientation on the Career Development project with suggestions on implementation of the program. At the same time a substitute teacher taught a language arts career development lesson in the room of the teacher, assuring that every elementary room in the system has had a minimum of a 50-minute lesson in career development.

Contacts with teachers are continuing on a regular basis, building upon the foundation of career development information laid during the last school year. In addition, Career Development contacts have also been made with the administration and teachers of the three local parochial schools.

Field Trip Manual

A field trip manual, Career Explorations --- Designs for Field Trip Reporting[1], has been developed and is being disseminated for use by teachers in the Watertown and other school systems.

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[1]Career Explorations --- Designs for Field Trip Reporting, Career Development Project, Watertown Public Schools, Watertown, South Dakota, 1971.

The commercially produced 36-page manual, compiled by the elementary curriculum specialist, is in two sections: Charting the Explorations and Unique Ways to Log the Explorations. The manual helps teachers achieve excellence in career development field trips on the kindergarten, primary, and intermediate levels.

The manual points out that when making a field trip to develop career development concepts, the teacher should have the following ideas made evident to the students:

- Everyone working here is either helping to produce goods or services or both. Students should be able to identify if the final production is goods or services, and exactly what the final product of the company is.
- The children should be made aware of the meaning of the term "job families" and should be able to identify the roles of workers on a "job family tree" upon their return from the trip.
- Students should investigate and be able to tell about the tasks expected of part of the various members of the job family.
- Students should be able to tell what positions in the job family require the most education and those that require the least education.
- Students should observe and be able to report as to the following criteria: What kinds of math understandings do people need to know to perform their jobs well? What spelling ability is required in each position? What special abilities might a worker need to be successful as a job family member?

The manual gives suggestions for enlisting the aid of principals, pupils, hosts, and parents.

Logging the career explorations through use of panel discussions, debate, bulletin boards (for brainstorming and planning), notebooks (for historical recording and logging of experiences), dioramas, puppetry, role play (for a superior way of sharing those class experiences which may have occurred at the locale of the field trip), simulation (a way to come closest, perhaps, to achieving real career understandings), and innovating reporting. The manual encourages simulation of career activities observed on field trips.

Social Studies Program

The school system's excellent social studies program can be enhanced and dramatized by the career information gained through field trips and use of resource people. The system's curriculum director has chosen the Allyn and Bacon series[1] as one of a multi-text social studies approach, excellent in use of generalizations present in career development concepts.

Among the field trips with a career development emphasis was one by a first grade class reporting on a trip to the library by simulating the library and its job family members. Tasks of the job family were discussed in depth. This project was recognized by State Librarian Miss Mercedes McKay.

Another occupational twist was used by a sixth grade teacher in a conservation unit, where the work of

[1] Concepts and Inquiry: The Educational Research Council Social Science Program, Allyn and Bacon, 1970.

the state conservation people was demonstrated to the students on a field trip.

One kindergarten teacher invited city policemen to the classroom to explain their role to the students. The class was taken to the police car, shown the duties performed with the police radio, and how these duties were followed up with other tasks.

Interest Centers

In the early stages of encouraging exploratory work situations, four schools have requested tools for exploration into construction. Two other schools are considering homemaking and hobbies as topics for trial career development topics. One school, which has been used for exemplary purposes, has developed interest centers, twice monthly on Friday afternoons. Five interests were pursued by approximately 80 children.

Lesson plans were made by resource people from the district and teachers spent time planning together, followed by a creditable job of teaching. The students' interests included sewing for dolls, construction of small wooden items, and making handcrafts such as artificial flowers.

The principal circulated as an interested party into every interest center. In no case was disciplinary action necessary for the pupils as they were completely involved in their interest. The principal and faculty noted that children who found academic work difficult put more effort into their work so they could be a part of this program, and school took on added meaning for them.

Teachers are now expected to develop units within a social studies guide. For example, a first grade teacher has gone through the guide and made additions and changes geared to career development. This should occur throughout the system in time.

Disabilities Program

A disabilities program for the Watertown system is being encouraged by the elementary curriculum specialist. The system has adopted a regular disabilities program with emphasis on motor skills as relating to reading success. Counselors and the elementary curriculum specialist feel this is valuable because of its ability to identify pupil weaknesses at a point where many problems can be met and eradicated before becoming a lifetime disability for a potential worker. A health clinic, which would be conducted by area physicians, is being sought by Career Development staff members for the early identification of health problems.

The Lincoln elementary school this year is experimenting with a program of individualized instruction where students are identified not by grade level, but by levels of instruction.

Information Services

More than 600 organizations, businesses, institutions, and individual educators have been contacted through the project for information on careers and career development. A broad category of career information has been assembled for the project in this way, with important contacts made with educational data and document banks.

Wide use of the ERIC system is being made by the project staff, and more than 200 titles, in both hard copy and microfiche, have been obtained. More than 60 ERIC computer searches have been made for Career Development staff members, teachers in the Watertown system, and counselors across the state by the facilities of the Boulder Valley, Colo. School District through an arrangement with the South Dakota Department of Public Instruction. An E.S.E.A. Title III project, the search requests are channelled through the computer at Dakota State College, Madison, S. Dak., which has a direct hookup with the Boulder facility.

Surveillance of the ERIC system and other national and state information sources is continuing to identify and acquire additional occupational education materials. The information is made available to the Career Development staff as it is received. Bibliographies are being compiled for broader dissemmination.

The information specialist has presented an overview of the ERIC system to teachers and counselors on several occasions.

Information packets on the project, its priorities, procedures, and activities were prepared by the information specialist and sent to South Dakota's Congressmen, the Governor, and the Superintendent of Public Instruction. The information was designed to create an awareness of the project and to serve as a library reference on Career Development.

News and feature material disseminated on a regular basis to all local, regional, and state news

media, portraying the purposes, activities, and results of the program. Project newsletters carry the career development story to the more specific audiences of students, teachers, and counselors.

Slide and cassette tape presentations on seven occupational areas are in progress. A general presentation on the Multi-District Career Center has been used extensively in the ten school districts involved in the Multi-District arrangement.

Statewide interest in the project has increased steadily, with many groups and individuals visiting the project site on both an informal and an organized basis. Several staff visits have been made to university campuses and other institutions. Community support for Career Development has been actively sought and secured.

Observations---From Educators, Business Executives

Here are some comments and observations made by visitors from education and industry to the Career Development project:

Dr. Dave Livers, University of Illinois: "It's about time for concern . . . we'll do well to provide for the non-college bound. In the future counselors will have the job of merchandising what we now call vocational education, making it something youth wants, not something they will have to settle for. Counselors have a heavy responsibility to change attitudes of parents, teachers, and students toward career education. Our schools must be prepared to assume leadership roles, since career education is a major emphasis for education for the 1970's."

Dr. Duane Brown, University of West Virginia:
"There's little doubt but that public education needs reform --- our middle class schools aren't even doing the job for middle class children. The public wants to know what their tax dollar is buying in education, and the question is often hard to answer. The public often responds by turning down bond issues. Education is failing to prepare students to adapt to the world they have to live in. What we have done is increase the subject matter content of our classes, but forgotten to make them relevant.

"Education began returning to relevance in 1968 when federal funds became available for pre-vocational training programs. These are career development programs in most cases. Traditional 'three R' education isn't neglected --- just packaged differently. Career development offers the opportunity to bring vocational and academic education together. If this is to happen, both groups must give. Vocational educators have already given, in that they have put funds into pre-vocational programs. Academic educators must realize that we have emphasized preparation for college and have over-subscribed many occupations.

"Parents begin career education when a child is born. The baby is given toys like nurse's kits or toy trucks, and may hear such comments around home as, 'wouldn't you hate to be a garbage man?' By the time the child enters school, he has many ideas about careers. This is why the early school years --- beginning with kindergarten --- are critical times for career development. And career development doesn't end with elementary school --- the period between sixth and tenth grade is critical since the student

is beginning to "try on" careers. Keep out of the student's way at this point, regardless of personal feelings about the student and his abilities. Our educational system has to change, and a good starting point is career development where we can spend more time developing personal skills. And we can't overlook the role of the teacher and parent in this process."

Dr. Thomas Stone, Southern State College, Springfield, S. Dak., (author of the project): "Career selection can be compared with a group of (my) students who were handed a German food menu. They made dinner choices on the basis of cost and familiarity, without knowing what they were actually ordering. This is the position the young person is in today concerning careers --- he just picks something that sounds good and pays well."

Dr. Orville Schmieding, S. Dak. State University: "A student will eventually make some kind of transition from school to work, but in most cases it will be haphazard. Education cannot be separate from preparation for life. Do we really prepare the 86 percent of our students, who are non-college bound, for the world of work, or are our schools oriented to the other 14 percent? Education should be career oriented and relevant to the needs of each person. No longer can we afford to mold all youngsters to an educational system relevant to only 14 percent of the students. A career development oriented curriculum seems to be an answer to this dilemma; it needs to begin early in life."

Mrs. Darcy Truax, Honeywell Company: "There is a great frustration for the college graduate who is unable to find a market for his training. Employers are to blame, in part, for the college degree mania of recent years.

When the job market was good, employers screened out applicants without degrees, while the degree was not necessarily vital to performing the job. Many excellent jobs are available for people having the specialized training usually acquired in vocational schools. Honeywell and other companies depend upon the public schools to prepare young people for the world of business."

From Public Officials

Rep. Frank E. Denholm: "The (career development) information is essential to proper representation . . ."

Sen. James Abourezk: "This sounds like an extremely exciting effort."

Don Barnhart, State Superintendent of Public Instruction: "It is my hope to extend (career education) to every youngster in South Dakota . . ."

Sen. Hubert H. Humphrey: " . . . please keep me updated on your progress."

R. L. McCaughey, administrative assistant to Sen. Karl E. Mundt: " . . . this information . . . enables us to see how one of these programs is working out in actual application."

From Workshop Participants

Here are some representative comments made by some of the World of Work seminar participants:

"I feel like a pioneer in career development . . . there is no doubt but that this seminar will have a great impact on what will be taught in our schools."

"It really opened our eyes to the outlook for career development."

"It has given me many ideas for improvement in career development . . . it's one of the best things taking place in South Dakota today."

"The information gained was extremely meaningful."

"I got as much from this one week as I normally get from a whole summer session; let's hope we can fill the gap in this part of our educational system."

"Very worthwhile. This could become a great asset to our educational program."

SATELLITE PROJECTS

Multi-District Career Center, Watertown

The Multi-District Career Center encompasses 12 high school districts within a radius of 35 miles of Watertown. The Center is designed to bring the national trend of career education into the South Dakota educational arena.

The Career Center is housed in a permanent-type new 194x104' building in Watertown. The program is regarded as an extension of the 12 participating schools --- Watertown, Hayti, Lake Norden, Hazel, Waverly, Bradley, Bryant, Florence, Henry, South Shore, Clark and Castlewood.

It's an area of challenge for 393 students, offering exploration to youth preparing for the future. Three avenues are stressed in the classes: job entry, post-secondary vocational school placement, and pre-college career training. Half of the students who take courses in the Career

Center are expected to enter employment upon graduation from high school, even though the programs are designed as "exploratory." Twenty-five percent normally enter employment direct from high school. A survey of students in the Career Center in Fall, 1971 indicates that 27 percent plan on full-time employment after high school, 31 percent plan on college and 42 percent have their eyes on advanced occupational training.

Multi-District education represents a system of education designed for career learning. Each class has been established with the needs of the students foremost. The faculty of 12 has been carefully screened for proper background and experience in their fields. The practical application of material, covered in class, is tied to realistic on-the-job type classroom and shop experience. Follow-up studies and other techniques assure that course goals are met and that each student and each school district receives the utmost benefit.

The program is a high-interest area --- 60 percent of the students in the 12 districts were interested in attending Career Center (there is room for 17 percent). It's a program for both college-bound and non-college bound students. Students are selected on the basis of aptitude, attitude, and ability.

Each area of instruction is for one year, and is open to juniors and seniors. All courses are for two credits, and students earn their other credits in their home school, where they also have their extra-curricular activities.

Students choose one of eight two-hour blocks. Classes are offered three times daily and each of the

participating schools has selected the time period that fits its schedule best. Watertown fills slots in all time periods, making it possible to equalize class loads. Classes are limited to 18 students.

Each district is represented on a Multi-District advisory board by one administrator and one board member. From this group a five-district board of directors is named.

About 240 of the Career Center students are involved in a cooperative education effort. Health occupation students, for example, will work in area clinics and hospitals near the end of their training period, and building trades students will work with contractors and carpenters. Distributive education students work in a variety of area businesses.

Summer Safari, Aberdeen

In Summer Safari, a four-week, six hour a day program, junior high students were exposed to ten job families so they could learn first hand about the occupations. The following were chosen for study:

> Office and clerical; building trades; salesmanship; mechanical design; radio, TV and electronics; printing trades; health occupations; food service; metal working; power mechanics.

Some work was also done in the areas of veterinary medicine and beautician careers.

Field trips were found to be the most effective means to explore an occupation, and this was done wherever

possible in groups of six or eight students. Visual aids were used extensively, and frequent use was made of resource people from business and industry.

Slides taken on the field trips are being built into a slide/tape presentation for use in resource centers and counseling areas in the secondary schools. These will be supplemented by occupational cassette tapes.

Flexibility was found to be the key to a good summer program, and this program pointed up the need for more occupational information for students.

Interest and enthusiasm among both teachers and the 120 students was high throughout the program. The program was viewed as an excellent public relations device for vocational education in the community.

Career Study Program, Sioux Falls

Current occupational information is constantly available to students through the use of 45 occupational video tapes produced through the Career Study Program.

The purpose of the program is to provide junior and senior high school students with a better understanding of job opportunities available to them in business and industry; to provide the vocational television class of Lincoln High School in Sioux Falls with an opportunity to apply their skill and abilities in television production experiences; and to develop a closer working relationship between business and industry and the Sioux Falls public schools.

The video tapes portray occupations in Sioux Falls not requiring a baccalaureate degree. Students can view

any tape on their own. The tapes are also used as supplementary material for various courses.

The entire development of each tape was the responsibility of students. The three staff members associated with the program served as coordinator, advisor, and technician.

A preview packet and occupational brief is furnished with each video tape. A student's work-study packet was developed to enhance interest in a particular occupation.

Cooperation from the business community in producing the video tapes was excellent. Initial reaction of students was favorable. Several 14-minute tapes are being transferred on to 16 mm film for use on the projectors commonly found in most school systems around the state.

In light of the analysis of the findings from this Career Study project, the following conclusions and recommendations were made.

The material contained within each of the 45 video tapes was adequately presented to the viewer, thus giving him a better understanding of the particular occupation. The program will be continued into the 1971-72 school year. During this time, the tapes will be revised and up-dated.

A predetermined number of video tapes should be produced for scheduling on the South Dakota Instructional Television network.

Video tapes made both with studio equipment and a porta-pack video recorder were of sufficient quality

to be transferred to 16 mm film.

During the 1971-72 school year the present number of 45 occupational tapes will be expanded by 20, thus giving a total of 65 occupational video tapes.

STOP Program, Springfield

A summer program for high school juniors, STOP --- Southern's Trajectory Occupational Program --- was held at the Springfield campus of the University of South Dakota, formerly Southern State College.

This satellite career education program offered its 80 participants from around South Dakota an opportunity to explore six occupational areas and to experience in-depth study in one of these areas. Information on occupations in the industrial and business world was provided.

The student participants gained information and experience helpful in planning their futures. They assessed personal interests and abilities through discussion, counseling, and testing.

Greater emphasis was placed upon student information regarding the various occupations in skill development. Activities were flexible, with a multi-media presentation approach used. Classroom, shop, and laboratory instruction were correlated with actual work situations.

The program was centered around exploring the industrial and technical aspects of life today, with an opportunity to develop attitudes and interests toward certain vocational areas.

A student and staff evaluation was held at the conclusion of the program, with the students evaluating

five areas --- instructional, activities, field trips, counseling activities, and general.

Most of the students stayed on the campus, and activities, including field trips to Sioux Falls, S. Dak., Sioux City, Iowa, and Minneapolis, Minn., were conducted.

Most of the students agreed that counseling activities helped make them more aware of vocational areas, and all agreed that they left with a better understanding of occupational choices than they arrived with. They found the program well organized, with the material presented in an understandable manner.

E. PROGRAM EVALUATION

Following are summaries of the evaluations made by the process level evaluation team at the conclusion of the first year of funding of the Career Development Project.

By Laurel Iverson
Coordinator, Vocational Department
University of South Dakota
Springfield

The Career Development Project is staffed with a full complement of specialists and a project coordinator. They are well qualified for their respective positions. The dedication, enthusiasm and cooperation of the staff is to be commended. If the same enthusiasm and team effort is generated among the administrators and teaching staff, the program will go forward. This cannot be measured until later.

It is evident that the community is being involved in the program, by use of consultants from a variety of occupational areas. Various service clubs and community organizations have also pledged their support.

Publicity coverage is outstanding, news releases, radio and television coverage have been timely. Congressmen, the governor of South Dakota, the State Superintendent of Public Instruction and the Department of Vocational Education have been kept abreast of the program.

An advisory committee of local people seems to be heavily weighted with school personnel. I suggest more student and parent participation on the committee or committees, holding more scheduled meetings.

A "day on the job" is planned with the cooperation

of local business firms. These are scheduled throughout the year. The employer for "day on the job" should be provided with a general outline of the various duties that the student should experience during his day of work. This would be an aid to the employer and ensure a profitable return for the student.

There appears to be separate counseling centers for career development and for the college-bound. One center should encompass all career planning.

The seminars held for counselors should not be limited to high school counselors, but should include college staff responsible for training counselors, and possibly those involved in curriculum construction.

An instrument of personnel data, including the student's career selection and why, should be included in the student's file and followed from K through 12.

The materials, resources, lesson plans, etc., that have been accumulated or are currently being planned will be of considerable value to the school faculty. One of the basic requirements of utilization of materials, however, is that those who will use them must be involved in their selection or production. In most instances it would appear that the teachers have been involved to this extent.

As a means of speeding the impact of the program, the further integration of the project staff with the regular staff is strongly recommended. Not only would this imply that each career development staff member should work more closely with his counterpart, but also that where applicable career development personnel should attend and be a part of regular administrative decision making groups.

By Dr. Kenneth E. Bryant
Division of Education and Psychology
Northern State College - Aberdeen

This evaluation covers the one semester the project has been in effect.

Each staff member seems well qualified for his position. Of major importance is their attitude as a service centered organization rather than that of an administratively dictated program. The staff seems to be dedicated to the philosophy of career development.

Certainly part of the responsibility of the career development staff will be to develop several types of evaluative instruments covering measurable aspects of change brought about by the project. Some of this could be from material which should be added to each pupil's cumulative record. Again, the involvement of other teachers and administrative personnel is imperative. One type of evaluation may be concerned with changes in attitudes, which, while subjective in nature, does call the attention of each individual to a particular point of view. Such an instrument probably should be of the continuum type, and probably should be annonymous.

Now that contacts have been made with each of the elementary teachers, and are being made with junior and senior high teachers also, plans should be formulated for small group meetings with these teachers. By sharing ideas and suggestions, the career development staff can gain valuable feedback on their efforts and on the effect of the program in general.

Since the success of any school program can be enhanced by parental support, it is suggested that PTA or parent study groups be formed as an ad hoc basis for

the following purposes:

(1) to distribute information about career development

(2) to receive direct feedback from the effect of the program

(3) to secure suggestions as to the further implementation of career development

By Dr. H. C. Rustad
Department of Educational Administration
University of South Dakota - Vermillion

The weak or questionable features of the program are few and essentially in the realm of the potential rather than existing at present. The commendable features of the Project are numerous and significant. The first year of the Project can be considered successful in spite of time handicaps and the lack of a full staff complement throughout much of the initial operational phase.

The overall administration of the project is excellent. The enthusiasm and competence of the entire project staff is the most significant characteristic of the general project quality. The selection of the staff was carefully and slowly accomplished during the first year of operation.

The emerging practice of planned interaction between school administrators and the Career Development staff demonstrated a concern for internal communications and provided a vehicle for the inevitable need to solve internal problems between the existing program versus the programmatic changes embodied in the Project.

What appeared to be a staffing and planning year for the Project also was a year of considerable achievement.

Community awareness and involvement was apparent, and information dissemination was extensive in quantity and in media variation.

Although a variety of occupational resource materials have been purchased, much material, including a field trip manual, was prepared by the staff. The ERIC collection was substantial for the relatively short period of time the project has been in operation. Area schools are beginning to draw upon the staff as consultants, which was indicative of the project's success in working with school counselors.

The ever present potential for conflict between change and status maintenance is clearly evident in the project. Where external communications concerning Career Development were varied, numerous, and excellent, there were some indications that improvement and internal communications between the project and the school system professional personnel is needed.

The physical separation of the Career Development counseling staff and career information center from the regular senior high school counseling staff was, at best, questionable. The potential for waste through duplication of effort and the danger of conflicting counsel were present.

Insufficient opportunity to experiment with career development curricular ideas appeared to exist. Concurrently, there was some indication that the Career Development staff members wished to implement untested programs prematurely over too wide a student population or with both receptive and unreceptive school personnel. No surveys or inventories of student or faculty occupational

knowledge and attitudes were taken or completed before the project began or during the first year of operation. This weakness has continued into the second year.

Efforts should be made to integrate the Career Development staff and the regular faculty wherever possible without losing the special thrust of the Project. Joint meetings of the various school administrative levels and the project staff should be held on a regular and frequent basis. The Project staff members should be available at faculty meetings at all levels as consultants and observers to create greater mutual understanding, respect, and familiarity. Mutual trust and understanding can only be obtained through long time and regular companionship.

The Project should encourage the teachers and administrators who are receptive to new ideas to try various techniques and approaches in career development on a pilot or experimental basis . . . and should monitor the experiences and experiments closely. Project staff members should spend an increasing amount of time in schools and classrooms as observers and as helpers where assistance is desired.

In-service programs in career development for teachers at all levels should be emphasized throughout the second year of the project.

F. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The Career Development Project has statewide application at the conclusion of the first year of funding. This has been achieved through the interest generated in workshops for counselors, through other staff contacts with counselors, teachers, and administrators, and through multi-media publicity on the project.

The interest in the program, locally and statewide, is still rising and will probably not crest in the foreseeable future because of the emphasis being placed on career education nationwide.

Several pilot efforts were implemented on a trial basis during the first year, which was initially designed as a period of organization and planning. Those with the greatest potential for success will be retained.

Every career development effort being tried in the system is not viewed as a system-wide attempt to implement innovations, but a variety of ideas are used in various schools in many ways. Principals are considered curriculum specialists in their own schools. The principals serve as a communications link to teachers, who are stimulated to move into exemplary patterns.

Two alternatives were faced at the time of funding regarding hiring the project staff: select from the personnel available, which would require relaxing the qualification requirements, or hold out for qualified personnel which would probably result in a lapse of time before all positions would be filled. The second alternative was elected, with the expected time lapse resulting.

Indications are that this lag is being rapidly overcome, and should not prove significant in the future.

First Year Activities

The activities for the first year of the project, by necessity, were to lay the groundwork; develop materials, procedures, and techniques; and to build a philosophy throughout the school district conducive to the success of the project. The success of these activities will ultimately dictate the success of the project.

Much has been done to make the elementary teachers conscious of career development and to provide them with career information. The project staff has also developed vehicles for integrating the material into the curriculum, such as a field trip manual, a job guide pamphlet, and career dolls. The materials and techniques have been used by individual teachers with successful student reaction and personal satisfaction on the part of the teachers.

A project-developed handbook should be developed for use by other schools that will be initiating career education programs. A portion of this handbook should include techniques and procedures that might be followed in developing a philosophy within a school and community that would be conducive to a career education program.

Students Affected

The program is designed to affect, to some degree, every student in the Watertown school system, and a wide range of students at all grade levels have already been touched by the program, since career education is rapidly

becoming a vital and inseparable part of public education. Academics cannot successfully be separated from preparation for life. The activities of the program during its first year makes it apparent that as attitudes of teachers, counselors, and others involved in public education begin to change, then career development efforts meet with success. Beyond the school system, this is also true with parents, business and professional people, and the public in general.

Dissemination

Information dissemination is vital in changing attitudes and in conveying career development concepts. Among the dissemination methods used with success were contacts with the State Guidance Association; the State Department of Vocational-Technical Education; key counselors and other administrators from throughout the state who attended Career Development workshops; process level evaluators, representing three areas of higher education in the state; and visitors from a variety of educational institutions. News coverage also served as an effective dissemination method. The five satellite career development projects in the state are also valuable disseminators of various phases of career development activities and information. Groundwork has been laid to utilize the VIEW occupational information program, soon to be implemented in South Dakota, as an intrinsic method of disseminating career information.

The major problems encountered by the project during its first year have been solved and should prove minimal during the second year. The timing of the program, funded in mid-September, was a hindrance throughout the first year from the standpoint of budgeting, staffing,

and implementing.

Counseling Emphasis

A continuing goal of the project is to bring the teacher-counselor team much closer together in working with students. The idea that counseling can only take place behind an office door has no validity. Through the materials, and information acquired by the project and through the rapport established with the teachers and administration, the counseling emphasis will shift into the classroom setting.

Soon after the Occupational Information Center was opened in the Senior High School in the spring of 1971 it became apparent that the Center could not specialize in occupational counseling only, since counseling in any one area will invariably lead into a variety of other areas. The possibility of continued separation of occupational and traditional counseling appears short-term and unlikely. Although it appears that the school system now has a complete counseling staff, duplication of information, records, and efforts makes the present dual system questionable.

A basic framework for career education on the elementary level was built during the first year. Indications and examples of more extensive innovative ideas from the teachers are seen as the program develops.

A framework for working with the administration and teachers on all grade levels was also developed, resulting in effective communications and establishment of rapport.

A wider use of field trips and resource people

is both needed and planned for the future.

The Career Development staff feels that many of the conclusions and recommendations reached by the three-member process level evaluation team are particularly applicable to the overall goals and philosophy of the project, and bear repeating here:

- Those working with teachers have overcome the "supervisor" image.
- The Occupational Information Center is well equipped with a variety of printed material on career development, and career oriented materials covering many areas of the curriculum have been purchased or produced and made available to faculty members.
- The overall concept of utilizing career development to provide a link of relevance between school subjects or classroom activities and working world opportunities appears generally accepted by both the Career Development staff and the school faculty.
- The emerging practice of planned interaction between school administrators and the Career Development staff demonstrates a concern for internal communications and provides a vehicle for the inevitable need to solve internal problems between the existing program versus the programmatic changes embodied in career development.
- Community awareness and involvement is evident, and information dissemination is extensive.
- The Multi-District Career Center is an exciting satellite of the Career Development Project.
- Area schools are beginning to draw upon the

Career Development staff as consultants, indicating the project's success in working with school counselors.

- Efforts should be made to integrate the Career Development staff and the regular school faculty wherever possible without losing the special thrust of the project.
- Joint meetings of the various school administrative levels and the Career Development project staff should be held on a regular and frequent basis; Career Development staff members should be available at faculty meetings at all levels as consultants and observers.
- The project staff should encourage teachers and administrators who are receptive to new ideas to try various techniques and approaches in career development on a pilot or experimental basis . . . and should monitor the activities closely. Staff members should spend an increasing amount of time in schools and classrooms as observers and should give assistance where desired.
- Curriculum and counseling experimentation with Career Development materials should be encouraged at all levels of instruction and interaction throughout the system . . . where resistance by individual teachers or administrators is encountered concerning career development . . . should seek new ways to create interest and enthusiasm.
- Decision making concerning the Career Development Project should be based on cooperative thinking between the various interest groups and personnel.

. The objectives of the project are being met, or are being planned for.

An apparent lack of communication has existed among the federally-funded career education efforts in the various states. Now that several such projects have established direction following a year or more of operation, a communications link for exchange of information and ideas seems feasible and desirable.

APPENDIX A

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BIBLIOGRAPHY

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WATERTOWN INDEPENDENT SCHOOL DISTRICT No. 1

CAREER DEVLLOPMENT PROJECT

WATERTOWN, SOUTH DAKOTA 57201

CLAYTON D. CARLSON
Project Coordinator

435 Tenth Avenue Northwest
Telephone: 605-886-3977

ED 060179

Contract Number: OEC-0-71-0526 (361)

Project Number: 0-361-0159

Project Title: K-12 Program of Career Development, Occupational Counseling & Bridging the Gap Between School and Work

Project Director: Robert H. Cockle

Contractor: Watertown Independent School District #1
Watertown, South Dakota 57201

The following pages represent the first annual evaluation of this project.

The evaluative team consisted of:

Dr. Kenneth Bryant, Professor of Education, Northern State College
Aberdeen, South Dakota

Mr. Laurel Iverson, Professor and Coordinator of Vocational Education, Southern State College,
Springfield, South Dakota

Dr. H. C. Rustad, Associate Professor of Educational Administration, University of South Dakota
Vermillion, South Dakota

Sincerely,

Clayton D. Carlson
Project Coordinator

CDC/cak

ED 060179

WATERTOWN PUBLIC SCHOOLS

WATERTOWN SOUTH DAKOTA

EVALUATION OF THE CAREER DEVELOPMENT PROJECT

"PROCESS LEVEL"

DATE September 3, 1971

Laurel Iverson
Coordinator Vocational Department
University of South Dakota - Springfield

WATERTOWN PUBLIC SCHOOLS

WATERTOWN, SOUTH DAKOTA

EVALUATION OF THE CAREER DEVELOPMENT PROJECT

IN RESPECT TO THE COUNSELORS ACTIVITIES AND RESPONSIBILITIES

In establishing a criteria for evaluating the Career Development Program at this time, I have chosen to direct my attention to the performance of the objectives or strategies as set forth by the guidance counselors in the program, through interview and exhibits of proof.

The Career Development Project is staffed with a full complement of specialists in the respective areas of instruction, with a project coordinator. In interviews with each staff member and a review of their educational and work experiences they are well qualified for their respective positions.

A two week workshop was held for sixty counselors throughout the state to familiarize them with the project, including other meetings with counselors and teachers. (See exhibit 1)

It is evident that the community is being involved. At present seventy consultants from a variety of occupational areas have consented to be available to various classes for information about their occupations. Various service clubs and community organizations have also pledged their support. (See exhibit 2)

An extensive list of the local business enterprises has been compiled. A tour of the firms so far as their location was made at the opening of school to acquaint the students with the firms. Six firms were visited to set the stage for future visitations. (See exhibit 3)

A handbook for teachers on conducting field trips has been developed as a guide for the teacher. One important aspect is the parent participation in the activity. (See exhibit 4)

Publicity coverage is outstanding, news releases have been timely, radio and television coverage. Congressmen, the Governor of South Dakota, the State Superintendent of Public Instruction and the Department of Vocational Education have been kept abreast of the Career Development Program. (See exhibit 4)

A "day on the job" is being planned with the cooperation of local business firms. These will be scheduled throughout the year. (See exhibit 2)

Career Development classes are being held five days per week, one hour per day for potential drop-outs. Out of a group of seven, one graduated and is employed in a full time job, five are back in school this fall. The neighborhood youth corps program employed twenty students this summer for on the job experience. (See exhibit 5)

A Multi-District Career Center, a satellite project of the Career Development Project, is in operation. The course descriptions have been sent to all students and parents of the schools in the district (See exhibit 6)

The Career Development Center is well equipped with a variety of printed material on Career Development, cassette tapes and films on all occupations, with counseling services available in the center.

An advisory committee for the project has been organized of local people consisting of ten from the local schools and three lay people. One meeting has been held to date. (See exhibit 7)

Recommendations:

The advisory committee seems to be weighted heavily with school personnel. Would recommend more student and parent participation on the committee or committies, holding more scheduled meetings.

The employer for "day on the job" should be provided with a general outline of the various duties that the student should experience during his day of work. This would be an aid to the employer and ensure a profitable return for the student.

In my observation there appears to be one counseling center for those in vocational education or career development and one for those who are college bound.

I realize this may not be the intent of the school system, due to the lack of space. Nevertheless, I feel we are defeating the purpose of career development by creating a different image of career development. One center should encompass all career planning.

The seminars for counselors should not be limited to high school counselors, rather it should include college staff who are responsible for training high school counselors and possibly those involved in curriculum construction.

An instrument of personnel data, including the students career selection and why should be included in the students file and followed from K through 12.

The dedication, enthusiasm and cooperation of the Career Development staff is to be commended. If the same enthusiasm and team effort is generated among the administrators and teaching staff, the Career Development Program will go forward. This cannot be measured until at a later date in the program.

Staff resumes (See exhibit 8)

ED 060179

WATERTOWN PUBLIC SCHOOLS

WATERTOWN, SOUTH DAKOTA

"PROCESS LEVEL"

DATE September 10, 1971

H. C. Rustad

Dr. H. C. Rustad, Associate Professor
Dept. of Educational Administration
Vermillion, South Dakota

Special Introductory Note:

The writer of this report became aware of this project initially through brochures distributed by the school administration at the Associated School Boards of South Dakota Annual Convention at Huron in November, 1970. On a chance, but subsequent visit to Washington, D. C. in February, the writer accompanied the Watertown Superintendent of Schools in visits with USOE personnel with responsibilities for the exemplary project at Watertown.

AN EVALUATION OF K THROUGH 12 PROJECT CAREER DEVELOPMENT AND BRIDGING THE GAP BETWEEN SCHOOL AND WORK (An Exemplary Project)

The process level evaluators for the Career Development Project, (CDP) in Watertown, South Dakota met initially as a team on July 1, 1971 at the project headquarters with Superintendent of Schools Robert H. Cockle and members of the project staff. The three member evaluation team consisted of:

Dr. Kenneth Bryant, Professor of Education, Northern State College Aberdeen, South Dakota
Dr. Laurel Iverson, Professor and Coordinator of Vocational Education, Southern State College, Springfield, South Dakota
Dr. H. C. Rustad, Associate Professor of Educational Administration, University of South Dakota Vermillion, South Dakota

Members of the Career Development Project (CDP) staff present at the meeting were:

Clayton D. Carlson, Project Director
Helen K. Dickson, Elementary Curriculum Specialist
William Anderson, Information Specialist
Jack Hegna, Work Experience Coordinator

Paul Biegler, the CDP Occupational Counseling Specialist was not available for this meeting. Wayne Cormaney, Senior High School Occupational Counselor and David F. Marquardt, Secondary Curriculum Occupational Education Specialist did not join the CDP until August.

Briefing of the Evaluation Team

The purpose of the meeting was to assist the evaluation team in becoming acquainted or familiar with the project in general and the staff personnel. The "briefing" session was well done, perhaps a preliminary indication of the general quality of the entire project later observed by this evaluator.

Superintendent Cockle verbally presented a background history of the Career Development Project. Each CDP staff member gave an oral overview of his/her professional background, their entry in to the CDP, their duties and particular accomplishments since joining the project staff. (Note: Mrs. Dickson briefly demonstrated the use of occupational dolls for the elementary school programs in career development.)

Plans and Procedures For Project Evaluation

The evaluators met again at Watertown with the project staff and Dr. Thomas Stone, Director of Vocational and Technical Education at Southern State College, Springfield, South Dakota on July 17, 1971. Dr. Stone was involved in the original planning of the project so his presence at this session was helpful to the evaluators. Beyond a further overview of the CDP, the evaluators discussed and established team strategy to complete the process evaluation for the first year of the project. Dr. Iverson was to observe and appraise the counseling and community aspects of the project. Dr. Bryant was to direct his attention to the project's involvement and impact on elementary curriculum and instruction whereas Dr. Rustad was to be concerned with the project's progress in secondary education especially at the junior high school level, as well as the overall administrative aspects of the project. A timetable was established, further on-site visits were planned, and a variety of strategies for reviewing project materials and observing project activities. The evaluation team, further, requested that the project staff prepare a special report of goals, strategies, status, and responsibility (staff member with primary assignment for the stated strategy). Each evaluator, (Bryant, Iverson, and Rustad) was to prepare a written report concerning his assigned area project evaluation.

Need to Adjust Plan of Evaluation

The basic plan and timetable were somewhat disrupted and changed when this evaluator was unexpectedly hospitalized and unable to participate in the August 30, 31 and September 1 evaluation activities. Dr. Bryant and Dr. Iverson proceeded according to the original timetable or schedule with their visitations and observations. To compensate for the absence of one evaluator, the Bryant-Iverson team adjusted their assignments and expanded their reports in order to overlap and cover the primary evaluative responsibility areas assigned to this writer. The Bryant and Iverson reports were prepared according to the activities, materials, and personnel accessible at the time of their visits, observations, and reviews which occurred before the opening of the 1971-72 school term and were completed on September 3,1971.

Expanded and Revised Evaluation Opportunity

In essence, the planned and unplanned activities which occurred in the evaluation of the Watertown Career Development Project provided an opportunity for this writer to expand upon the overall evaluation. On-site visits and observations were made to the project on September 9-10, 1971 after school was in session and the project neared its first year anniversary, (the original funding date was September 13, 1970). This enabled the evaluator to observe 1) a CDP staff meeting with the school superintendent, 2) a CDP staff meeting with the superintendent, assistant superintendent, school curriculum (K-12) director, and elementary school principals, and 3) elementary teachers and pupils in classes discussing "the world of work." Moreover, individual and small group conferences or visits were conducted with a number of teachers at three levels of instruction, (elementary, junior high school, and senior high school) on a spontaneous or informal basis. Such conferences were also conducted briefly and

somewhat informally with two elementary school principals. For purposes of anonymity and in order to avoid accidental omissions, the names of teachers and principals who were interviewed and/or observed were not included in this report.

This evaluator was also able to tour the new multi-district vocational building with classes in progress. This inter-district cooperative effort represented a satellite project for the CDP which involved students from a number of high schools in the Watertown area as well as the host community (Watertown).

The senior high school occupational information center was also visited and observed in use by students for both counseling and information research purposes. A conference visit was made with CDP staff headquartered at the occupational information center, when they were available during the evaluator's visit. In the visits and observations, throughout the school system, the evaluator was given several opportunities to talk to pupils or students concerning the Career Development Project.

Evaluative Findings and Conclusions

Evaluative findings and conclusions concerning the Career Development Project at Watertown were made on the basis of a review of the available materials relating to the project, the experiences, observations, and visits heretofore described as plans and procedures for conducting the team process evaluation. The evaluative findings and conclusions made by this writer concerning the project activities and accomplishments in the first year of operation were arranged under two headings: commendable CDP features, and weak or questionable CDP features:

Commendable CDP Features:

1. The overall administration of the project is excellent as demonstrated by:

   a) the school superintendent's general knowledge of the CDP background and operation

   b) the efficient and effective working relationship between the project director and his staff

   c) the apparent understanding and trust which exists between the project director and the incumbent school administrators, and

   d) the harmonious, smooth flowing relationship between project professional and support staff (These relationships were observed repeatedly through on-site visits).

2. The enthusiasm and competence of the entire project staff is the most significant characteristic of the general CDP quality found by this observer. Their courtesy and contagious enthusiasm tend to provide a consistent impetus for the exemplary project at Watertown.

3. The selection of CDP staff was carefully and slowly accomplished during the first year of operation. This is supportive of the first two commendable features cited as well as explanatory. The gradual assemblage of a compatible, competent project staff tended to hinder specific project achievements in the first year, but forced more deliberate and careful planning of project activities. Further, this facet allowed CDP staff members to become acquainted with each other and those teachers, administrators, counselors, and others in the existing school district faculty with whom vital working relations were needed. In effect, a solid first year foundation was established through careful staff selection.

4. The overall concept of utilizing career development to provide a link of relevance between school subjects or classroom activities and working world opportunities appeared to be generally accepted by both the CDP staff and the school faculty personnel.

5. The attempt to cultivate favorable attitudes, including respect, toward work and the vast array of occupations in modern life was demonstrated in classrooms and in conferences with school personnel. (Note: Too little time has been available for the project to realize any marked broad or permanent shifts in attitudes on the part of pupils, teachers, or administrators; however, the school system appeared to reflect a pervasive, positive attitude toward the concepts embodied in the CDP and also toward the CDP staff generally.

6. The emerging practice of planned interaction between school administrators and the CDP staff demonstrated a concern for internal communications and provided a vehicle for the inevitable need to solve internal problems between "what is" and "what might be." (the existing program versus the programmatic changes embodied in the CDP.

7. The specially requested report on "Goals, Strategies, Status, and Responsibilities" was useful in making an evaluative review of the Career Development Project. The reported data indicated there were seven (7) major and thirteen (13) miscellaneous goals in the project. For these twenty (20) goals, the CDP proposed fifty-seven (57) strategies or sub-strategies. This evaluator found that twenty-three (23) of the strategies were considered completed or almost completed and attained. Twenty (20) strategies were in process and fourteen (14) were pending by the end of CDP's first year. These data present a remarkable record of accomplishment by the multi-year project in only one year of operation, particularly when the staff was "phased" into the project through the year as they became available following selection. What appeared to be

a staffing and planning year for CDP also was a year of considerable achievement. Further analysis of the strategies completed, in process, and pending indicates the major number of accomplishments were recorded in

a) the effort to obtain and prepare material and

b) the areas of occupational or work study counseling.

8. Community awareness and involvement in CDP was evident in staff prepared lists of community resource personnel who were recruited as volunteers through a mail campaign and public appearances of CDP staff members. Further, the documentation of career opportunities and occupations in the Watertown area by the CDP staff resulted in a useful publication for both the project and community.

9. Information dissemination was extensive in quantity and in media variation (television, radio, newspapers) for local, regional and statewide communications concerning the project and its activities during the initial year. The general quality of the news releases and other information documents was excellent.

10. A variety and substantial quantity of appropriate print and non-print materials as well as necessary equipment were obtained and in use by the CDP staff and the school faculty and students observed.

11. The occupational career information center provided an excellent specialized resource area for senior high school youth with a wide variety of up-to-date career publications available in a "mini-library" setting or browsing area.

12. Curriculum changes for Career Development were few and isolated in the initial project year since extensive planning and preparation generally precede massive or extensive program change.

13. Although CDP obtained, by purchase, a variety of career or

occupational resource material, much was prepared by the project staff (Examples: The field trip manual for elementary grades represented the completion of a time consuming and difficult task for two staff members and other contributors; the Career Center Handbook was well done and informative. These publications were available for teachers and students at the beginning of the second project year making it possible to monitor the extent of use over the second year operation).

14. The use of occupational dolls in the elementary grades as introduced to school faculty members by the CDP staff represented a clever way to integrate several kinds of needed cognitive skills while simultaneously opening doors for improving attitudes (the difficult affective domain).

15. The multi-district vocational school project was an exciting satellite for the CDP which only began in the opening of the 1971-72 school term.

16. The ERIC collection was substantial for the relatively short period of time in which CDP had operated. Extent of staff utilization of ERIC was not observed or measured in this evaluation.

17. Area schools were beginning to draw upon the CDP staff as consultants which was indicative of the project's success in working with school counselors.

18. The small number of teachers and pupils interviewed and observed by this evaluator were generally enthusiastic about CDP programs and materials (examples: integrated research papers and study projects, resource personnel, teacher planned comprehensive field trips coordinated with study units, the world of work kits, simulations and role playing).

Weak or Questionable CDP Features:

1. The ever present potential for conflict between change and status

maintenance was clearly evident in the CDP. Administrative and instructional personnel in the Watertown School System were rightfully concerned about maintaining a quality educational program just as the CDP staff was rightfully concerned about bringing about program change which reflected the strong, positive impact of Career Development. In a sense, this places the top administrators in the role of referees, forces CDP staff members to become occassionally too agressive or otherwise incur frustration, and causes incumbent faculty or administrators who have been comfortable with their knowledge, methods, and assignments to become insecure or overly defensive and protective.

2. Where external communications concerning CDP were varied, numerous, and excellent, there were some indications that improvement in internal communications between the CDP and school system professional personnel was needed.

3. The physical separation of the CDP headquarters office from the central office of the school district offered advantages and disadvantages. Although the distance was not great, considerable autonomy was available to CDP which, in turn, provided excellent project visibility in the community and the schools. On the other hand, the same characteristics tended to isolate CDP from the day to day world of the students, teachers, and administrators. The career development responsibility was a singular and prime concern of the project staff but only one of many responsibilities and tasks facing others in the school system. In a sense it was this separation of physical location and scope of responsibilities that posed a threat to both the project and the existing school program in the judgment of this observer. In the initial year of operation, the CDP staff needed to be apart from the daily school

activities and problems to achieve purposeful and appropriate plans and materials while having ready access to the various classrooms, offices and personnel of the school district. Separation with occasional access was appropriate in the planning and acquisition phase as the first year might be labeled.

4. Physical separation of the CDP counseling staff and career information center from the regular senior high school counseling staff was, at best, questionable. Problems similar to those described in the preceding comment were present. The potential for waste through duplication of effort and the danger of conflicting counsel were present.

5. Insufficient opportunity to experiment with career development curricular ideas appeared to exist. Concurrently, there was some indication that CDP staff members wished to implement untested programs prematurely over too wide a student population or with both receptive and unreceptive school personnel.

6. No surveys or inventories of student or faculty occupational knowledge and attitudes were taken or completed before the project began or during the first year of operation. This weakness has continued into the second year to create a baseline vacuum concerning those most important to the ultimate and long-range success of the Career Development Project.

7. The project was in existence for less than one year in a sense of having a full staff complement thereby minimizing the opportunity to change attitudes or curriculum and making any evaluation somewhat unfair. Both kinds of change have been observed as generally slow to occur in the best conditions. CDP was not adequately staffed until

August or the eleventh month. Further, the most significant goals and objectives of the project were long range in nature.

Recommendations for the Career Development Project

Several recommendations, which are based on the preceding observations and conclusions, are made for the Career Development Project as follows:

1. The regular school staff and CDP staff should continue to seek ways and means of preserving and retaining the commendable features delineated in the previous section.
2. Efforts should be made to integrate the CDP staff and regular faculty where and whenever possible without loosing the special thrust of the Career Development Project.
3. Joint meetings of the various school administrative levels and CDP staff should be held on a regular and frequent basis.
4. CDP staff members should be available at faculty meetings at all levels as consultants and observers to create greater mutual understanding, respect, and familiarity. Only on an infrequent basis should CDP staff members be excluded from any faculty meeting and the exception should be where the purpose of the meeting is to made decisions that are far removed from CDP's operation. There may be an isolated instance where the need for freedom of discussion requires the CDP staff member to leave but this should be an unusual situation. Mutual trust and understanding can only be obtained through long time and regular companionship.

5. CDP should expand upon use of existing school system media (school newspapers, staff bulletins, newsletters) to improve internal communications rather than develop autonomous media within the school system.
6. CDP should encourage the teachers and administrators who are receptive to new ideas to try various techniques and approaches in career development on a pilot or experimental basis, and further, CDP should monitor the experiences and experiments closely.
7. CDP staff members should spend an increasing amount of time in schools and classrooms throughout the school system as observers and as helpers where assistance is desired.
8. In-service programs in Career Development for teachers at all levels should be emphasized throughout the second year of the project.
9. Where resistance by individual teachers or administrators is encountered concerning CDP, the project staff should analyze and review their position to seek new ways to create interest and enthusiasm and to demonstrate for the academic freedom of others who are not as committed professionally to the concept of Career Development.
10. Curriculum and counseling experimentation with CDP materials and methods should be encouraged at all levels of instruction and interaction throughout the system but not with all personnel, students or staff. Work especially with the teachers and administrators who are ready and receptive.

11. Closer monitoring of all experiments and activities utilizing CDP is strongly recommended. Criteria for evaluation of each activity should be developed.
12. The development of ways and means to survey or obtain a base-line inventory of both attitudes and knowledge concerning Career Development (concepts and information) should be attempted as soon as possible. Taped interviews, paper and pencil questionnaires and teacher observations could be utilized.
13. Base line data collection should be accomplished concerning the attitudes and knowledge of students and faculty as soon as the ways and means have been determined.
14. A closer working relationship with the multi-district vocational school should be developed. This could be a separate population group for CDP data gathering as the students could be divided into two groups (Watertown and non-Watertown) for data gathering and study purposes.
15. Wholesale adoption on a district-wide basis should be avoided during this developmental, planning, and experimental stage of CDP. (Note: Watertown's approach with ITA should be a model for other new ideas). Adoption infers a transfer of quality which is difficult to attain because of individual differences in students, teachers, and neighborhoods. Promising and proven ideas and programs should be adapted to the clientele served, the staff providing services, and to some degree the community or neighborhood in which the services are performed.

16. As much as possible decision making concerning the Career Development Project should be based on cooperative thinking between the various interest groups and personnel. More frequent and regular meetings of project staff with school administrators and faculty members will improve the chances for group solidarity and for planned change which represents progress and improvement for the school system.

This evaluator has offered numerous recommendations for the consideration of the CDP staff, school administration and faculty. Moreover, the weak or questionable CDP features mentioned earlier are few in number and essentially in the realm of the potential rather than the existing at present.

The commendable features of the Career Development Project were numerous and significant. The attempts by all participants to anticipate problem areas were obvious. This demonstrated behavior and concern, praiseworthy in any school system, was especially evident at Watertown.

The first year of the Career Development Project, in the opinion of this evaluator, can be considered successful in spite of time handicaps and the lack of a full staff complement throughout much of the initial operational phase. It is hoped that the praise, criticism, and recommendations offered in this report will be accepted in the same sincere spirit by which they were prepared and offered.

ED 069179

WATERTOWN PUBLIC SCHOOLS

WATERTOWN, SOUTH DAKOTA

EVALUATION OF THE CAREER DEVELOPMENT PROJECT

DATE Sept. 3, 1971

Kenneth E. Bryant

Dr. Kenneth E. Bryant, Chairman
Division of Education and Psychology
Northern State College - Aberdeen

An evaluation of the Career Development Project, Curriculum Area, K-12 Process Level. The exemplary career development project of the Watertown Independent School District was funded on September 13, 1970. Mrs. Helen Dickson, Elementary Curriculum Occupational Educational Specialist, was hired beginning the second semester of the 1970-71 school year. Mr. Dave Marquardt, Secondary Curriculum Occupational Educational Specialist, began his services on August 9, 1971. While it might appear that this evaluation culminates one year of operation, it is quite apparent that for all practical purposes, the project has been in effect only one semester.

The first meeting of the evaluation team was on July 1, 1971, at which time the staff of the exemplary project briefed the team on the staff's responsibilities, plans, and successes to that date. Superintendent of Schools, Mr. Robert H. Cockle, also met with the evaluators. Further meetings of the team in July and August at which time individual conferences were held with staff members and other school officials culminated in this report. Unfortunately, Dr. H. C. Rustad was seriously ill and could not attend the final meetings of the evaluation team.

Certainly Mr. Clayton Carlson is to be congratulated for the dedicated staff that has been assembled. Each member of the staff seems to be well qualified for his position. Of major importance is their attitude of a service centered organization rather than that of an administratively dictated program. The staff seems to be quite dedicated to the philosophy of career development, and they were most helpful and cooperative in working with members of the evaluation team.

At the July meeting of the evaluation team, Dr. Thomas Stone, Director of Vocational and Technical Education, Southern State College, met with the other three team members, and following that meeting, the career development

staff organized a "Goals, Strategies, and Status Chart." The goals in this chart are the objectives from pages 20-21 of the project application.

Basically, career development is a varied emphasis of the typical educational program. As educators have accepted the long established objectives of education, regardless of what listing was adopted, the career expectations of each student have been left as a "spin off" of the educational program. Basically, students were expected to develop interests, concerns, and procedures for a vocation by some vague osmosis, a "transfer" to learning! Unfortunately, in too many instances this has not happened, and a new emphasis is both necessary and appropriate.

Nor should career development be limited to the narrow channel of a vocation. This should become a final goal, but the intermediate steps of developing the individual to his greatest potential in order that he may choose the best vocation for him certainly should not be overlooked. According to this interpretation, any good instruction, even the slightest improvement in instruction, contributes to a child's career development.

In another sense, the attempt to broaden the experience of each individual, the desire on the part of a teacher to allow students to develop in areas of interest, especially when those interests are vocational, the suggestion of vocational application of traditional courses, all should make for meaningful instruction with renewed class interest by students. For some faculty members, this may mean a new philosophy of teaching, a re-examination of what is being taught but more specifically, how it is being taught. Certainly it will require a more individualized approach to instruction, in the true meaning of individualized.

The present status of the instructional phase of the career development program may be indicated by some of the following brief observations:

(1) Efforts have been made and results would seem to indicate that those working with the teachers have overcome the "supervisor" image.

(2) Career oriented materials covering many areas of the curriculum have been purchased or produced and made available to faculty members.

(3) Some teachers are modifying their coursework. This seems especially true in Speech, English, Biology, and Elementary Mathematics.

(4) Each elementary teacher has been contacted individually regarding career development.

(5) A changed, more meaningful, testing program has been studied.

(6) Substitute teachers have been provided to release teachers for conferences with the elementary curriculum specialist.

(7) Surveys have been conducted and a card file system is planned listing available career speakers and field trips.

(8) A field trip manual has been produced in the form of a resource unit to help teachers carry out effective career oriented field trips.

(9) Subject and sequential grade level lesson plans are being developed as time permits. These are available as example lesson plans for teachers.

(10) It would seem at this time that the objectives of the project are being met, or are being planned for.

As an overall view the career development staff should certainly be commended for the materials, resources, lesson plans, etc., that have been accumulated or are currently being planned. There is no question but that these are necessary and certainly will be of considerable value to the school faculty. One of the basic requirements of utilization of materials, however, is that those who will use them must be involved in the selection or production of such materials. In most instances, it would appear that the

teachers have not been involved to this extent. It is also rather essential where special materials or procedures are available or are recommended, that in addition to "selling" the program, demonstration teaching should be utilized as one means of securing the adoption of these materials or procedures in the classroom.

As a means of speeding up the impact of the career development program, the further integration of the project staff with the regular staff is strongly recommended. Not only would this imply that each career development staff member should work more closely with his counterpart, but also that where applicable, career development personnel should attend and be a part of regular administrative decision making groups.

Certainly part of the responsibility of the career development staff will be to develop several types of evaluative instruments covering measurable aspects of change brought about by the project. Some of this could be from material which should be added to each pupil's cumulative record. Again, the involvement of other teachers and administrative personnel is imperative. One type of evaluation may be concerned with changes in attitudes, which, while subjective in nature, does call the attention of each individual to a particular point of view. Such an instrument probably should be of the continuum type, and probably should be anonymous.

Now that contacts have been made with each of the elementary teachers, and are being made with junior and senior high teachers also, plans should be formulated for small group meetings with these teachers. By sharing ideas and suggestions, the career development staff can gain valuable feedback on their efforts and on the effect of the program in general.

Since the success of any school program can be enhanced by parental support, it is suggested that PTA or parent study groups be formed as an ad hoc basis for the following purposes:

(1) to distribute information about career development.

(2) to receive direct feedback from the effect of the program.

(3) to secure suggestions as to the further implementation of career development.

Career Development as a phase of education is certainly an exciting aspect. Every indication is that the impact of this program will be very beneficial. As an exemplary project, other schools will certainly look forward to its further development and progress.

Kenneth E. Bryant

ED 060179

EXHIBIT 1

Sponsored by

K through 12 Project Career Development

and

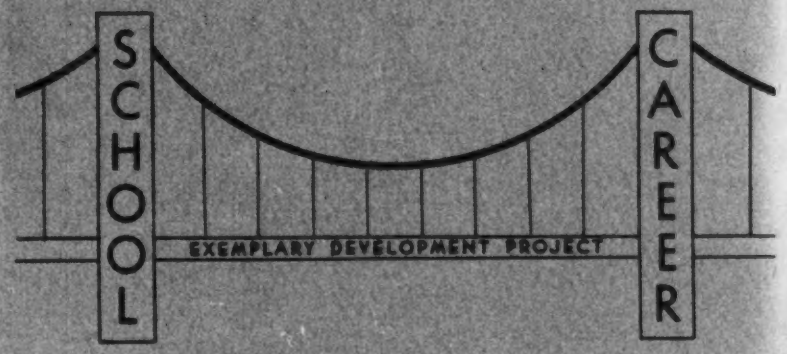
Bridging the Gap Between School and Work

86

AN EXEMPLARY PROJECT OF THE WATERTOWN PUBLIC SCHOOLS WATERTOWN, SOUTH DAKOTA

with instructional assistance by

EDUCATION DEPARTMENT SOUTH DAKOTA STATE UNIVERSITY BROOKINGS, SOUTH DAKOTA



Northeastern Lake Region

June 14-18

June 7-11

1971

WORLD OF WORK COUNSELING SEMINARS

Youth and Careers in the 70's

At Watertown;
in South Dakota's Beautiful

Watertown Independent School District No. 1
Career Development Project
435 Tenth Avenue Northwest
Watertown, South Dakota 57201

THEME

Counseling Seminar:
Youth and Careers in the 70's.

PURPOSE

To give counselors and those involved in counseling insight into the career information needs of youth.

To explore trends and events in the burgeoning field of occupational education.

To provide counselor training that will result in broad occupational orientation at both the elementary and secondary levels to increase student awareness of the vast number of options in the world of work.

SPONSOR

The Career Development Project of the Watertown Independent School District No. 1, Watertown, South Dakota in cooperation with the Division of Vocational-Technical Education, Pierre, S. D.

The Career Development Project is an exemplary project of the U. S. Office of Education, funded under Part D of the Vocational Education Amendments of 1968.

FACULTY

Members of the Counseling and Guidance faculty of the Department of Education at South Dakota State University, Brookings, will conduct the sessions, assisted by the Career Development Staff.

VISITING EDUCATORS

Nationally prominent educators in the field of career education will contribute to the instructional program.

* Dr. Dave Livers, Illinois State University, Normal, Illinois. Consultant to Specialty Oriented Student Project and Computerized Vocational Information Service (CVIS). Vocational development and career information teacher at U. I.
* Dr. Duane Brown, specialist in vocational supervision and guidance and counseling at the University of West Virginia.
* Ted Haskell, of the Denver office of the American College Testing (ACT) Career Planning Project.

BUSINESS, INDUSTRY

Career resource people from such business and industrial firms as 3M, General Mills, Red Owl, and Ford Motor Co. will supplement the program on key days. Vocational school representatives will also be present.

OTHER FEATURES

Films, reaction panels, and a Thursday evening banquet with a special speaker will round out the program.

CREDIT

One hour of graduate credit is offered through South Dakota State University.

STIPEND

Participants will receive a $75 stipend for their participation in a seminar. They will be reimbursed for travel at the rate of 8¢ per mile round trip from their home school.

FACILITIES

All sessions will be held in the modern, air conditioned facilities of the Lake Area Vocational-Technical School at Watertown.

DRESS, LODGING

Informal attire suggested. Participants will arrange own meals and lodging. A list of motels and rates will be sent to applicants.

DATES

Two seminars will be conducted: June 7-11 and June 14-18, from 8:30 a. m. to 4 p. m.

ELIGIBILITY

Seminars are limited to 30 participants in each session, and are open only to counselors and those having counseling functions in South Dakota elementary and secondary schools.

WORLD OF WORK COUNSELING SEMINARS
JUNE 7-11 and JUNE 14-18, 1971

ENROLLMENT APPLICATION

Mr.
Mrs.
Miss _____ name

_____ address

Where are you under contract for the 1971-72 school year, and what will your duties be?

How do you feel the Counseling Seminar would benefit you and your students?

List your higher education background. Include current programs.

Which Seminar date do you prefer? _____ June 7-11 _____ June 14-18

Apply to: CAREER DEVELOPMENT PROJECT, 435 Tenth Avenue Northwest, Watertown, South Dakota 57201

WATERTOWN INDEPENDENT SCHOOL DISTRICT No. 1

CAREER DEVELOPMENT PROJECT

WATERTOWN, SOUTH DAKOTA 57201

June 10, 1971

CLAYTON D. CARLSON
Project Coordinator

435 Tenth Avenue Northwest
Telephone: 605-886-3977

(participant lists enclosed)

Watertown - There's little doubt that public education needs reform -- our middle class schools aré'nt even doing the job for middle class children, Dr. Duane Brown of the University of West Virginia said at a "world of work" counseling seminar here Thursday.

Twenty-nine counselors and other school personnel from throughout South Dakota are attending the week-long seminar. The event is sponsored by the Career Development Project at Watertown, South Dakota's pilot project designed to bridge the gap between school and work. An identical seminar is scheduled for next week (June 14-18) with a new group of South Dakota counselors. Theme is "Youth and Careers in the 70's."

Dr. Brown, a specialist in vocational supervision and guidance, says the public wants to know what their tax dollar is buying in education, and the question is often hard to answer. The public often responds by turning down bond issues across the nation.

Education, says Dr. Brown, is failing to prepare students to adapt to the world they have to live in. Our latest journey into irrelevance started in 1958 after Russia launched its first satellite and the U. S. passed the National Defense Education Act, he explained. This Act turned control of education over to the academic group which believes that reading, writing, and arithmetic are the basic skills to be learned. "What we have done is increase the subject matter content of our classes, but forgotten to make them relevant," he said.

Add 1 - Education

Career development should become the theme of education, Dr. Brown believes, since we must make education meaningful to life. Education started returning to relevance in 1968 when federal funds became available for pre-vocational training programs. These programs have turned out to be career development programs in most cases. Traditional "three R" education isn't neglected -- just packaged differently, the educator explains. He described career education as more than general education and more than vocational education. "It borrows the best from both," he said.

The emphasis upon career development programs, he adds, is recognizing that the primary purpose of education is still to prepare people for jobs.

The career development idea offers the chance to bring vocational and academic education together, Dr. Brown told the counselors. "If this is to happen, both groups must give. Vocational educators have already given, in that they have put funds into pre-vocational programs. Academic educators must realize that we have emphasized preparation for college and have over-subscribed many occupations," he said. "Talk to some of the people coming out of college programs in education and the sciences if you don't believe me."

Parents begin career education when the child is born. He soon receives toys like nurse's kits or toy trucks, and may hear such comments around home as "wouldn 't you hate to be a garbage man?" By the time the child enters school, he has many ideas about careers. This is why the early school years -- from kindergarten on -- are critical times for career development, Dr. Brown said. "Not that academic education should be neglected. A worker has to be able to read, communicate, and do other things related to subject matter classes."

Add 2 - Education

And career development doesn't stop at the end of elementary school, he noted -- the period between sixth and tenth grade is critical in career development since the student is beginning to "try on" careers.

Dr. Brown advised the counselors to keep out of the student's way at this point, and let him explore occupations regardless of the counselor's personal feelings about the student and his abilities.

"Out education system has to change, and a good starting point is career development where we can spend more time developing personal skills. And we can't overlook the role of the teacher or the parent in this process," he concluded.

The workshops were organized by the Career Development Staff at Watertown and the Education Department at S. D. State University. SDSU is offering graduate credit for the course, under the supervision of Dr. Orville Schmieding and Dr. Allan Lindstrom.

Also on the workshop program are Dr. Dave Livers of the University of Illinois; officials from vocational schools in South Dakota and Minnesota; and representatives from several major industries and business associations.

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ED 060179

EXHIBIT 2

The Career Development Project of the Watertown School System requests the following assistance from Rotary:

(1) We need your help in securing "career consultants" from the community and surrounding area. We want people who are willing to come into our school system and discuss their occupations at teacher or group request. The discussion may show how important a particular field such as math or biology is to an individual career, it may show the relevance of a particular point the teacher is trying to emphasize or it may simply be a means of showing students what opportunities exist.

The main objective of the "career consultant" concept is to emphasize the usefullness and relevancy of school and point out its relationship to future life.

The scheduling of the career consultants will be handled through the occupational information center at Watertown High School with a full time counselor acting as coordinator.

(2) In addition to the career consultants, we need your help with "a day on the job" for students. The administration has agreed to give <u>screened</u> students free time to explore an occupation by actually spending a day with a person engaged in that occupation. We need a list of persons willing to help students in this manner.

Through both of these endeavors we hope to expose students to the real world outside the classroom. What is school for if not to prepare for the future.

(3) We also ask your help in presenting these ideas to large groups of teachers before school starts in the fall. A presentation by the counseling staff and a Rotary representative would go far in getting the new career activities off to a good start.

I would like to work with your committee and develop means of implementing these activities. I appreciate your interest and your time.

Thank you,

Paul Biegler

2

WATERTOWN INDEPENDENT SCHOOL DISTRICT No. 1

CAREER DEVELOPMENT PROJECT

WATERTOWN, SOUTH DAKOTA 57201

CLAYTON D. CARLSON
Project Coordinator

435 Tenth Avenue Northwest
Telephone: 605-886-3977

Dear _____

The Watertown Career Development Project was recently presented at your noon Lions meeting. In the course of that presentation we mentioned the building of a community resource file. This file will consist of people willing to come into our schools to discuss their occupations with small groups of students.

Through career consultants such as yourself, we hope to provide realistic, timely material relating to career opportunities and the preparation and training requirements needed for them. Perhaps together we can emphasize the usefullness of school and point out its relationship to future life.

When asked into the classroom we would like you to cover such topics as:

1. Who are you and what do you do?
2. What opportunities does your vocation offer?
3. How can students prepare themselves?
4. Is your field growing or declining?
5. Are there disadvantages?
6. What are the sources of additional information?

Our schools need your help. If you are willing to act as a career consultant during the 71-72 school year, please fill in and mail the enclosed post card as soon as possible. More complete details will be forwarded well in advance of the school term.

If more information is needed please call 886-3977.

Sincerely,

Clayton D. Carlson
Project Coordinator

CDC/cak

(2)

LISTING OF WATERTOWN RESOURCE PEOPLE

VOCATIONAL AREAS

Business
Insurance - Lon Meyer - 886-9536 Grades 10-12
Real Estate Insurance - H. A. Morris - 886-6944 Grades 10-12
Real Estate Insurance - Mr. Anderson - 886-6944 - Grades K-12

Decorator Salesman (Furniture) - Don Smith - 886-3307 - Grades 10-12

Office Mgr (Gov't) - E. C. Leonard - 886-8171 - Grades 10-12

Sales Mgr. - Mr. Beebe - 886-4517 - Grades 10-12

Banking - J. S. Holen - 886-3429 - K-12
Treasurer Financial Banking Institution - Roger Oyan-886-6966 K-12
F-M Bank, Paul Siegelman-886-8401 -
Accounting - J. S. Holen - 886-3429 - K-12
E. C. Leonard - 886-8171 - Grades 10-12
James Henningsen - 886-7345 - Grades K-12
F-M Bank, Paul Siegelman, 886-8401
Cliff Fryda-Cooks Office Supply
(Computer Programming)
(2 weeks in advance)
Internal Revenue Service - W. L. Wilde - 886-3632

Finance Co. - Ben Ackerman - 886-4828 - Grades 10-12
Real Estate, tax work, auction sales - Louis H. Loken - 886-3050 - Grades 7-9
Treasurer Financial Banking Institution - Roger Oyan - 886-6966- Grades K-12

Mft. - Koehn Mft. Inc. - Arlan Koehn - 886-9596 -

Realty - John A. Berven - 886-3698

Agriculture
County Extension Office - Fred Morris - 886-7100
Agri-Business Instr. - Larry Nelson - 886-7576 - Grades 7-12
Farmers Home Ad'm. - Harry Blue - 886-5245
Codington Co. Imp. Co. - H. C. Hopper - 886-3545

Attorney
J. Douglas Austin - 886-5823 - Grades 7-12
Tom Green - 886-5812 - Grades 10-12
Ross Oviatt - 886-5812 - Grades 10-12
Dean Sumner - 886-2687 - Grades K-12

States Attorney - John Foley - 886-2687 - Grades 10-12

Shop
Truck Body Mfg.- D. A. Schweiger - 886-5816 - Grades 10-12
Motor Supply Co.- Harry P. Sigelman - 886-5769 - Grades 10-12

Insurance (Property) - Glen P. Heaton - 886-3828 - Grades K-12

Distributive Ed.
Motor Supply Co. - Harry P. Sigelman - 886-5769 - Grades 10-12

Social Studies
Juvenile Probation - Arlo S. Brender - 886-8252
Dept. of Public Welfare - Ron Jongeling - 886-7000
Employment Service - Donald J. Biegler - 886-5771

Mechanics
Airways Facilities Div. - F. M. Watson -

MATH

Internal Revenue Service - W. L. Wilde

City Engineer - John Babcock - 886-4057 - Grades K-12

Realty - John A. Berven - 886-3698 - Grades 10-12

Finance Co. - Ben Ackerman - 886-4828 - Grades 10-12

Real Estate Ins. - H. A. Morris - 886-6944 - Grades 10-12
" " " Mr. Anderson - 886-6944 - Grades K-12

Real Estate, tax work, auction sales - Louis H. Loken - 886-3050 -Grades 7-9

Treasurer Financial Banking Institutions - Roger Oyan - 886-6966 - K-12

Accounting - J. S. Holen - 886-3429 - Grades K-12
Pilot & Accountant - James Henningsen - 886-7345 - Grades K-12
F-M Bank, Paul Siegelman - 886-8401 -

SCIENCE

Dentist - Dr. Aarstad - 886-4641 - Grades K-12
" W. E. Mickelson - 886-3444 - Grades 10-12

Pharmacist - Dean Gackstetter - 886-4207 - Grades K-12
" James Rogers - 886-5822 - Grades K-12

Optometrist - Dr. Dinesen - 886-2363 - Grades K-12
" W. R. Mickelson - 886-6126 - Grades 7-12

Mortician - Joseph Messer - 886-2363 - Grades 10-12
" Leland H. Rhodes - 886-5876 - Grades
" Mr. Wright - 886-5876 - Grades 10-12

Dr. Argabrite (Specialty in Alergy) Grades 7-12

Game & Fish Dept. - Jack Opitz, Harold Lund, Wilbur Foss

GENERAL

Minister
Rev. Gustav K. VanTassel - 886-4427 - Grades K-12
Rev. Robert E. Davis - 886-3734 - Grades K-12

S. D. Dept. of Highways - William Rain (Engineer)

Education
Principal - Ernest Edwards - 886-5851 - Grades K-12
Business College Owner - Ronald Freemole - 886-8036 - Grades 10-12
Airways Facilities Div. - F. M. Watson

Flight Service Station - William Tanner

Pilot & Accountant - James Henningsen - 886-7345 - Grades K-12
Examiner in Charge of U. S. Civil Service Commission - Richard Seifel
886-6040 - Grades 10-12

Clerk of Courts - Glen L. Nisich - 886-4850 - Grades K-12

National Guard - Robert Lloyd ASO

Navy Recruiting Station - G. L. Erickson

Air Force Recruiting Office - Mr. Murphy - 886-5514

Selective Service Board - Gladys H. Williams

Director of Equilization - Ernest Mahlen

ED 060179

EXHIBIT 3

WATERTOWN INDEPENDENT SCHOOL DISTRICT NO. 1

Career Development Project
Watertown, South Dakota 57201
August 26, 1971

	NAME OF COMPANY OR AGENCY	NO. OF EMPLOYEES (approx.)	CATEGORY	NATURE OF BUSINESS
1	Northwestern Bell Telephone	102	Public Utilities	Communications Equipment and Service
2	Midland National Life Insurance	150	Finance	Insurance Sales & Investments
3	Codington County Courthouse	30	Government	Administrative & judicial offices
4	U. S. Post Office	60	Government	Distribution Center for N. E. South Dakota
5	First National Bank	45	Finance	Checking, savings, loan and trust services
	Koehn Manufacturing	15	Manufacturing	Tractor cabs, saunas, temporary construction buildings, automatic gates, etc.
7	Dakota Warehouse	8	Transportation	Warehouse moving & storage
8	Watertown Fire Department	20	Government	Fire Protection & Rescue Service
9	Motor Supply	17	Wholesaling	Wholesale automotive parts and machine shop
10	The Guest House	45	Human Services	Motel & convention facilities
11	Watertown Concrete	11	Manufacturing	Manufacturing concrete blocks and cement mixing
12	Highway Sign and Esco	15	Manufacturing	Sign design, painting, construction and manufacture of sign holders
13	Memorial Hospital	200	Health Services	Medical and convalescent care
14	Hubbard Milling Company	45	Agribusiness	Processing & distribution of agricultural supplies

	NAME OF COMPANY OR AGENCY	NO. OF EMPLOYEES(approx.)	CATEGORY	NATURE OF BUSINESS
15	Watertown High School		Education	Secondary and post secondary education
16	Lake Area Vocational Technical	400	"	"
17	Multi-District Career Center		"	"
18	Scott Engineering	25	Business Services	Consulting civil engineers
19	Building Products, Inc.	15	Wholesaling	Wholesale, building and construction supplies
20	All-American Transportation	9	Transportation	Common freight carriers
21	J. H. Larson Electric	24	Wholesaling	Wholesale electric and plumbing supplies
22	Terrace Park Dairy	15	Agribusiness	Distribution of dairy products
23	Schweigers, Inc.	25	Manufacturing	Manufacturing of truck boxes and distribution of related truck equipment
24	Watertown Monument Works	45	Manufacturing	Design and manufacture of stone monuments
25	Loken Wtn. Sales Pavilion	45	Agribusiness	Consignment and marketing of livestock
26	Timmerman Woodworking	20	Manufacturing	Design and manufacture of home and business cabinets
27	Quadee	170	Manufacturing	Manufacturing rubber products
28	Chickasha Mobile Homes	130	Manufacturing	Assembly of mobile homes
29	Dakota Seed and Grain	20	Agribusiness	Processing and distribution of agricultural products
30	Watertown Municipal Utilities	70	Public Utilities	Distribution and service of electricity and natural gas power

FIELD TRIP FOR STUDENTS IN WATERTOWN

Federal Aviation Adm. - Airways Facilities Div.
F. M. Watson
886- 8464

Koehn Mfg. Inc.
Arlan R. Koehn
886-9596

Federal Aviation Administration - Flight Service Station
William H. Tanner
886- 4581

National Guard
Robert Lloyd
886- 3752

S. D. Dept. of Highways
William Blain
886- 3020

Jimco Ready Mix
Al Glaesman
886-8522

F. J. McLaughlin Co.

886-2257

Fire Dept.
A. B. Rukstad, Chief.
886- 4755

Del Farm Foods

886- 6270

Nicol Floral & Gifts

886-3338

Goodyear
886- 8479

Iseman Corp.
Rich Frybling
886- 5178

Davey Furniture Co.
Bob Carey
886- 2883

Tempo
886-6720

J. C. Penney Co.
886-5880

Bee's Beauty & Gift Shop
B. Bultman
886-4373

Sokoll-Balsinger Bak
886-4333 # 886-3342

Sharp Chevrolet Co.
886-8081

Motor Supply Co.
886-5769

Frontier Motors
886-6933

Farmers Home Ad'm - FARM LOANS
Harvy Bue 886-5241

County Extension Office
Fred Morris
886-7100

Codington County Imp. Co.
H. C. Hoppen
886-9545

Internal Revenue Service
W. L. Wilde
886-3632

First National Bank
E. W. SWENSON
886-8466

States Attorney
John L. Foley
886-7280

W.B.U.
886-8036

Farmers & Merchants Bank & Trust
Paul Sigelman
886-8401

Career Development Project
WATERTOWN INDEPENDENT SCHOOL DISTRICT No. 1
435 Tenth Avenue Northwest
WATERTOWN, SOUTH DAKOTA 57201
August 1971

There's Nothing To Do In Watertown . . .

unless you want to work at one of the

218 Retail or Wholesale Businesses

OR

106 Service Related Firms

OR

32 Financial, Real Estate or Insurance Agencies

OR

29 Government Agencies and Offices

OR

23 Construction Related Firms

OR

22 Transportation, Utility or Communications Companies

OR

19 Manufacturers

OR

9 Agri-Businesses

OR

Any of the new businesses and professions continually being added to our economy.

And, of course, there aren't many occupations found in Watertown unless you add to the list of jobs found on the next two pages.

Retail Sales Clerk
Buyer
Tailor
Seamstress
Fashion Designer
Stock Clerk
Delivery Man
Butcher
Factory Representative
Optometrist
Optician
Lens Grinder
Dental Lab Technician
Service Station Attendant
Diesel Mechanic
Small Engine Repairman
Landscape Architect
Interior Decorator
Heavy Equipment Operator
House Mover
Roof Contractor
Well Digger
Mortician
Common Carrier Driver
Postal Clerk
Postal Carrier
Postmaster
Shipping Clerk
Receiving Clerk
Factory Manager
Retail Manager
Realtor
Insurance Agent
Social Worker
Reporter
Actuary
Lawyer
Certified Public Accountant
Computer Programmer
Computer Operator
Systems Analyst
Key Punch Operator
Personel Director
Policeman
Fireman
Occupational Therapist
Medical Social Wroker
Psychologist
Psychiatrist
Opthamologist
Chiropractor
Osteopath

Domestic Worker
Professional Housekeeper
Pilot
Meteorologist
Air Frame Mechanic
Home Economist
County Agent
Soil Conservationist
Lumber Yardman
School Teacher
Teachers Aid
EKG Technician
Shoe Repairman
Watchmaker
Photographer
Jeweler
Pharmacist
Watchman
Printer
Linotype Operator
Switchboard Operator
Advertising Manager
Journalist
Public Relations Expert
Musician
Piano Tuner
Electric Motor Repairman
Office Machine Repairman
Wholesale Salesman
Day Care Center Operator
Apartment Manager
Veternarian
Bacteriologist
Cosmotologist
Taxi Driver
Dry Cleaner
Agronomist
Agricultural Engineer
Judge
Assessor
Stock Broker
Librarian
Minister
School Administrator
Regional Planning Expert
Milkman
Carpet Layer
Auto Body Repairman
Telegraph Operator
Railroad Engineer
Pressman
Receptionist

Athletic Coach
Railroad Switchman
Employment Counselor
Zoo Keeper
Conservation Officer
Bulk Oilman
Vending Machine Operator
Abstractor
Ambulance Driver
Travel Agent
Second Hand Dealer
Bait Dealer
Barber
Bondsman
Bus Driver
Caterer
Dragline Operator
Industrial Developer
Glazier
Milliner
Exterminator
Podiatrist
Disc Jockey
Radio Announcer
Sheet Metal Worker
Surveyor
Upholsterer
Wallpaperer
Wool Dealer
Cabinetmaker
Meter Reader
Plasterer
Proofreader
Statistician
Automobile Mechanic
Automobile Partsman
Auto Shop Foreman
Auto Salesman
Baker
Chef
Fry Cook
Waitress
Busboy
Dishwasher
Bartender
Bank Teller
Loan Agent
Cashier
Bricklayer
Hod Carrier
Cement Truck Operator
Carpenter

Woodworker
Furniture Repairman
Cement Finisher
Secretary
Legal Secretary
Medical Secretary
Bookkeeper
Accountant
Tax Counsultant
Electrician
Electrical Engineer
Lineman
Telephone Installer
Telephone Operator
Projectionist
Insurance Adjuster
Architect
Draftsman
Civil Engineer
Sanitary Engineer
Janitor
Garbage Man
Auctioneer
Laundry Machine Presser
Appliance Repairman
TV Repairman
Machinist
Tool & Die Maker
Welder
Radiator Repairman
Nurses Aid
Licensed Practical Nurse
Registered Nurse
X-Ray Technician
Inhalation Therapist
Physical Therapist
Hospital Orderly
Dietician
Doctor
Dentist
Dental Assistant
Dental Hygienist
Painter
Display Artist
Sign Painter
Sign Designer
Plumber
Plumbing Engineer
Furnace Repairman
Lead Rackman
Babysitter
Power Systems Disperser

Washman
Flight Specialist
Molder
Juvenile Officer
Warehouse Superintendent
Credit Manager
Grader
Internal Revenue Agent
Spotter (dry cleaning)
Livestock Inspector
Auditor
Military Recruiter
Brakeman
Night Clerk
Consulting Engineer
Circulation Manager
Dockman
Routeman
Farmer
Rancher
File Clerk
Dispatcher
Livestock Dealer
Highway Patrolman
Cattle Buyer
Recreation Director
Lifeguard
Organ Rebuilder
Power Dispenser
Truck Body Builder
Ovenman
Greaser (bakery)
Priest
Stonesetter
Scale Tester
Pipefitter
Controller
Rubber Mixer
Cartographer
Right of Way Agent
Concession Attendent
Splicer (telephone)
Court Reporter
Florist
Station Manager
Continuity Writer
Railroad Section Worker
Sawyer
Egg Candler
Brick Tender
Refrigeration Technician
Golf Professional

Retail Sales Checker
Mangle Operator
Implement Set-up Man
Tree Surgeon
Organist
Dormitory Housemother
Granite Polisher
Radiologist
Hoist Installer
Caretaker
Power Use Advisor
Laundry Bundler
Parkette
Sexton
Bailiff
Usher
Insulation Contractor
Skinner
Assembler

_____
_____
_____

FIRM OR OFFICE NAME_____

We would be willing to have students observe the operation of our business or office to gain Career Information. Yes___No___

We would be willing to serve as a Resource Person. Yes___No___

We would be willing to have students and/or serve as a Resource Person. Yes___No___

Signature_____

WATERTOWN INDEPENDENT SCHOOL DISTRICT No. 1

CAREER DEVELOPMENT PROJECT

WATERTOWN, SOUTH DAKOTA 57201

CLAYTON D. CARLSON
Project Coordinator

435 Tenth Avenue Northwest
Telephone: 605-886-3977

As you have probably heard and/or read in the paper, the Watertown Public Schools are engaged in an Exemplary Project known as Career Development.

A major emphasis of the project is to acquaint students from grades, K-12, with information about a wide variety of occupations in business and industry and in the concept of the working force supplying goods or services.

This is taught in order to help students make career decisions intelligently when it becomes time for them to be made and to provide a motivating force for completing their education.

Would you be interested in participating in this endeavor?

We would like for children to actually observe first hand the operation of your business or office from a career information standpoint. If this would not be convenient for you, we are wondering if you might be willing to be a Resource Person upon whom we could call for information and instruction.

We would endeavor to have a good ratio of adults to students for safety purposes. Prior arrangements would be made before the visit.

A card is herewith enclosed for return mailing. Please check the appropriate answers.

Thank you for your consideration.

Very truly yours,

Mrs. Helen K. Dickson

Mrs. Helen K. Dickson
Elementary Curriculum
Occupational Education Specialist

HKD/cak
Enc.

ED 060179

EXHIBIT 4

pages missing because of poor microfiche quality

PROGRAM

Inter-Lakes Chapter, South Dakota
Personnel and Guidance Association

Your Host:

K-12 Project of Career Development
and
Bridging the Gap Between School and Work

An Exemplary Project, Sponsored
by the U. S. Office of Education
through the
Watertown, S.Dak. Public Schools

March 10, 1971

10:00 A.M.

Welcome, and Overview of the Career
Development Project -
Clayton D. Carlson, Coordinator

10:15 A.M.

A look at ERIC (Educational Resources
Information Center) and Other
Career Information Systems -
W. R. Anderson, Information Specialist

10:45 A.M.

Coffee and Get Acquainted Time

11:00 A.M.

Career Development and the Counselor's
Part in Implementation -
Paul E. Biegler, Occupational Counselor

11:30 A.M.

Specialized Cooperative Education Program
for the Disadvantaged Youth -
Jack D. Hegna, Work Experience Coordinator

11:45 A.M.

Luncheon at the Plateau Inn, as guests
of the Career Development Project

12:20 P.M.

Business Meeting, Inter-Lakes Chapter,
concurrent with noon luncheon

12:30 P.M.

After-Luncheon talk by Bob Sherwood,
Employment Counselor with the Watertown
office of the S.D. Employment Service

1:15 P.M.

The Lake Area
Technical
Haro

1:35 P.M.

Programs at th
Technical
Leon

2:00 P.M.

Time for Coffe

2:10 P.M.

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the Watertown
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1:15 P.M.

The Lake Area Multi-District Vocational-
Technical High School -
Harold Henley, Director

1:35 P.M.

Programs at the Lake-Area Vocational -
Technical School -
Leonard Timmerman, Director

2:00 P.M.

Time for Coffee and Discussion

2:10 P.M.

Solving Curriculum Problems in Career
Development via Group Dynamics -
Mrs. Helen K. Dickson, Curriculum
Specialist

* * * * *

Tours of the Vocational School and other school facilities may be arranged.

The following companies invite you to visit their displays in the auditorium:

Chronicle, 3M, SRA, and Triangle

EPIC-Dateline

K-12 Exemplary Program In Career Development

CAREER WHAT?

Career Development. In official jargon it's "an exemplary K Through 12 Project, Career Development and Bridging the Gap Between School and Work." The Project was funded last September through the Watertown School System by the U. S. Office of Education.

WHY?

There is a vital need to relate school and careers. Many students don't understand how their educational program will help them achieve job and career goals later on. They feel alienated from school. This Project is committed to helping education at all grade levels become more career oriented.

EXEMPLARY?

Yes, in the sense that it is a pilot project resulting from the broad Vocational Amendments of 1968. Each state and territory has or will have a project — 56 in all. Watertown was selected as the site for South Dakota's project.

OFFICIAL PURPOSE

Congress defined the purpose of exemplary programs and projects in the 1968 Amendments: "to stimulate, through Federal financial support, new ways to create a bridge between school and earning a living for young people who are still in school, who have left school either by graduation or dropping out, or who are in post-secondary programs of vocational preparation..."

THE STAFF

Six people staff the Career Development Project. Project coordinator is Clayton Carlson, former teacher and counselor Watertown High School. Mrs. Helen Dickson is an elementary curriculum specialist. She has a business background and has taught in South Dakota and Washington. Paul Biegler is an occupational counseling specialist. His background is sales and counseling, and he came to the Project from the University of North Dakota where he was working on his doctorate. Jack Hegna, a Wisconsin native with a background in personel management, is work experience coordinator. Wayne Cormaney, an Iowan who is a counselor at Watertown High this year, has been hired as senior high occupational counselor. W. R. (Bill) Anderson, whose background is in journalism, is the occupational information specialist.

May, 1971 Vol.1,No.1

Produced periodically for South Dakota school personnel by the Career Development Project, an exemplary U. S. Office of Education Project funded through the Watertown Ind. School District No. 1, Watertown, S.Dak. 57201

THE FACILITIES

The Project has offices in Mellette Annex at 435 10th Ave. N. W. in Watertown. Jack Hegna spends most of his time in the Occupational Information Center, established in the High School by the Career Development Project. Wayne Cormaney will also be located there, and Paul Biegler coordinates the Center activities.

INFORMATION CENTER

The staff has assembled job information materials — pamphlets, books, film strips, cassette tapes, and other information — from many sources. This information is displayed in a large, attractive room in the high school. The atmosphere is comfortable, colorful, and casual. Students are encouraged to stop in, listen, look and question. The Center has only been open a short while, and students are making good use of the occupational information. Tapes and filmstrips are especially popular. A counselor helps students locate materials, and answers questions or discusses career options.

HEGNA'S PROGRAM

Jack Hegna, the work experience coordinator, assists students identified as potential dropouts make an adjustment to both school and work. He works between students and employers, and conducts a class where attitudes and adjustment problems are explored.

WHO IS IT FOR?

The Project is designed for all students of public and private school within the Watertown School District. Public schools in the district enroll 3,987 students, K-12.

PHASES

The Project staff is now in the phase of in-depth planning of activities, development of policies and procedures, and securing resource materials. The staff is also becoming involved in the second and third phases — teaching staff orientation and involvement and implementing programs. The final phase will involve collection of data and information for project evaluation.

DURATION

The project's duration is projected to be three years.

PRIMARY OBJECTIVES SUMMARIZED

Primary Project objectives are to acquaint pupils with the modern world of work so they will observe the implication of school subjects for occupational roles; to improve pupils' self concepts; upgrade aspirational levels and achievement; and involve parents and community in understanding career development needs. It will make information on occupations an integral part of the school curriculum.

VARIOUS VIEWPOINTS

Here are the views of people on the national level in education and politics on career education:

Rep. Roman Pucinski, (D. Ill.): "With an anticipated work force of 200 million by the 21st century, this decade truly belongs to the career educator . . ." National Advisory Council on Vocational Education (NACVE): "The cost to society for educating young people for employment is less than the cost of remedial training after they have left school. Rep. Edith Green, (D. Ore.): "We've sold a whole generation of Americans on the myth that a college degree is the only road to success and happiness. The result is that the schools are full of kids who find their courses irrelevant."

Grant Venn, author of Man, Education and Manpower: "The nation can no longer tolerate a system of education that excludes those who are not learning well at the moment, .. or aspire to a four-year college education . . . we must increase the options in our public schools." Clayton Carlson, project coordinator: "The emphasis of career exploration programs at both the elementary and junior high levels should be on individual development, rather than on the early selection of a few to fill certain occupations . . . we view career development as a farming, rather than a mining operation."

Sidney P. Marland, U. S. Commissioner of Education: "Young people drifting in the wasteland of general education need realistic exposure to the world of work . . . something approaching true career education... it's my firm intention that career education become one of a very few areas of emphasis of the U. S. Office, a priority area in which we intend to place maximum weight . . . to bring improvement."

SUMMER SEMINARS SCHEDULED FOR COUNSELORS

Two world of work counseling seminars are scheduled at Watertown this summer, June 7-11 and June 14-18. The theme is "Youth and Careers in the 70's." The sessions are designed to give those involved in counseling insight into the career information needs of youth. The seminars are offered by the Project in cooperation with S. D. State University, which offers one hour of graduate credit. Each seminar is limited to 30 participants, who will receive a $75 stipend plus 8¢ per mile round trip from their home school. For more information contact Career Development Project, 435 Tenth Ave.,N.W., Watertown, S. Dak. 57201

U OF M's PROF. TENNYSON WRITES VIEWS

Writing in the March, 1971 issue of the American Vocational Journal, University of Minnesota Professor W. Wesley Tennyson comments on career development: "The general educator must become committed to playing in the vocational ballpark...the counselor is urged to get out of this office and go where the action is . . . students are saying 'give us a more relevant environment; make it have meaning; improve the curriculum

and program; provide us with experiences that will contribute to self-developmer.' Career development offers a way of bringing meaning to life through the curriculum . . . for establishing relevancy . . . for humanizing the school, for ridging school and community, for bridging vocational and general education . . ."

MEET ERIC, OUR FRIEND

ERIC -- the Educational Resources Information Center. It's a national information system designed and supported by the U. S. Office of Education for providing ready access to results of programs, research, and information that can be used in developing more effective educational programs. Through a network of clearinghouses, each responsible for a particular educational area, current significant information is monitored, acquired, evaluated, abstracted, indexed, and listed in ERIC reference products.

Through these reference publications any educator, anywhere in the county, has easy access to all significant new educational information. It's a great system linking American education, and one we're using extensively in the Career Development Project. It can be used efficiently by the individual educator as well.

BACKING IN THE FALL

The Project will use this medium to inform South Dakota educator about career development and the activities and progress of this Project. We hope to make as many school contacts as possible, and we invite your inquiries. We'll see some of you at our workshops. Have a good summer!

Public Opinion Photo by A. Stokke

THE ANSWERS— Questions about careers and colleges are the specialty of the new occupational information center "Career Countdown," located in Room 146 at Watertown High School. Jack Hegna (left) and others from the Career Development Program Office are on hand in the attractive reading center to visit with students about the future. Students pictured are Mary Hackett and Jim Risch. Film strips and tape recordings about careers are also available in the center. Each home room is being invited in for introductory sessions this spring.

Counseling To Be Taken Up By Seminars

Counseling seminars for "Youth and Careers in the 70's," will be held in Watertown this summer, Clayton Carlson, director of the career development project here, announced.

The seminars will be held at the Lake Area Vocational Technical school from June 7 to 11 and June 14 to 18. Films, panels, lecturers and a banquet will be included. Participants can receive one hour of graduate credit from S. D. State University.

Representatives from business and industrial firms such as 3M, General Mills, Red Owl and Ford Motor Company will be present as well as nationally prominent educators from Illinois, West Virginia and Denver. The faculty will be from the Counseling and Guidance Department of Education at S. D. State University, Brookings.

The purpose of the program is to give counselors an insight into the career information needs of youth, explore trends in occupational education, and provide training in counseling.

The program is sponsored by the Career Development Project of the Watertown School district in cooperation with the Division of Vocational Technical Education, Pierre.

Carlson said more than 50 counselors have enrolled in the seminars. Each is limited to 30 persons.

Mrs. Dickson Is Honored

Mrs. Helen K. Dickson, elementary curriculum specialist with the Career Development Project, which is affiliated with Watertown School District No. 1, has been selected for membership in the International Platform Association.

One of IPA's objectives is to improve assembly programs for school children. Membership is limited to persons recommended and whose applications are approved by the board of governors.

One purpose of the career development project is to integrate occupational information into the curriculum in all grades from kindergarten through high school.

C. Carlson Is Speaker At Booklovers

Ninteen members of Booklovers Club met recently in the home of Mrs. G. K. Van Tassel with Mrs. Gladys Ehrstrom as co-hostess.

Mrs. Alfred Austin, director of the program for the day, introduced Clayton Carlson. As director of the Career Development Project, Carlson explained the scope of the project and its projected goals and answered questions from the group.

The next meeting will be May 11 in the home of Mrs. Lester Wallenfelt.

New Career Development Program Cited

CAREER DEVELOPMENT highlighted the program presented at the Monday meeting of the Kiwanis Club. Speakers were Jack Hegna and Paul Biegler of the career development project in Watertown.

The career development project was established here to work with the public school in developing programs to develop vocational attitudes for students of all ages. This is a federally-funded project assigned to develop programs and methods that can be used in other schools in the state. Clayton Carlson is the project coordinator.

Hegna, work experience coordinator for the project, told about a specialized cooperative education program to introduce students to the world of work.

STRESSING THE need for career development, Hegna said the program will help "bridge the gap between school and work for these students." He said he is seeking employers who will participate in this program.

He said, "the basic premise of the program is to provide an opportunity for the student to realize some things about himself in relation to his future and the world of work."

The student is started in a job "when he is ready for this experience." He also attends a "job-life related class." The aim is to provide "positive learning experience the student needs to become a mature, responsible adult," Hegna explained.

These experiences are provided in addition to the regular academic classes, he added.

BIEGLER WHO works as occupational counselor on the project, said, "Love and work are the two most important aspects of life." He explained that today's students, anticipating their life work must be more adaptable than those of former years. He predicted today's high school student will change jobs seven times and will have to re-develop skills five times.

This is a contrast to previous times when everyone received occupational training automatically because "all kids worked." Today, because of automation and minimum-age requirements youths miss that kind of training.

Biegler said "a recent survey showed that 20 per cent of the high school seniors had no idea what they would do for a life work, and that 50 per cent of those who indicated they 'knew what they wanted to do,' had no real knowledge of the details of the work they were considering."

BIEGLER POINTED out that it is important to work with children from kindergarten age on up to establish attitudes about the dignity and worth of all work.

He said the career development center will compile a library of tapes to tell about various occupations in Watertown. The center will also solicit "resource people" from the community who will talk with small groups of students.

Career Project Is Explained

Recognition that choice of a career is too important to be left to one-day snap judgment, and experimentation in ways to give students more background for career choices are the fundamentals of the K-12 career development project here, Clayton, Carlson, project corrdinator, told Rotarians Thursday at the Plateau. K-12 means kindergarten through 12th grade. It is a federally-financed program.

Change in the format of career days, long sponsored by the Rotary Club, was one proposal Carlson made. Instead of one day when business and professional people meet with students interested in their life work, he suggested that these people be available to tell classes where a subject fits into preparation for a specific career, and available for personal visits, in their shops and offices, with individual students seeking specific information.

Al Reese was program chairman Thursday. Morrell Chambers expressed thanks of high school senior boys completing a time of Rotary attendance. A guest was Horace Gilbert of La Habra, Calif.

Computer Explained To Lincoln Students

Computer language — flow chart, input, output, program analog and digital — was introduced to the students at Lincoln school recently. Cliff Fryda, computer salesman for Cook's Office Supply and father of children in that school, demonstrated computer programming on an Olivetti P 101.

He explained that the computer can remember what it is told to do and can repeat a problem involving several steps such as adding, multiplying, dividing and subtracting — in any order, several times.

This he explained, is the "program" for a digital computer. Programs such as this are used many times daily in some business operations.

The information, "fed" to the computer is called input, the answer is called output, he explained.

The computer can remember (store) programs and will work whichever problem the operator (programmer) tells it to, he explained.

The children planned a program of several steps including a "loop" for testing, and wrote a flow chart, a picture of what a program should do.

They found that the computer has a memory, makes decisions, follows directions and writes the answer.

Public Opinion Photo by A. Stokke

OFICEMAN'S NEW TOOL— One of the masters of the data age, the digital computer, was demonstrated at Lincoln School recently. Shown here, Vicki Vande Pol and Larry Spenst take their turn tapping out figures on the electric keyboard. The machine, an Olivetti P101, was explained by Cliff Fryda, computer programmer and salesman. Many schools in the East are using computers in the classroomo, he said.

STATE OF SOUTH DAKOTA

DEPARTMENT OF PUBLIC INSTRUCTION

Don Barnhart, State Superintendent

Pierre 57501

AC 605 224-3243

May 4, 1971

Mr. William R. Anderson
Information Specialist
Watertown Independent School District No. 1
Watertown, South Dakota 57201

Dear Mr. Anderson:

My thanks to you for providing me with information on the K-12 Career Development Project at Watertown.

It is my hope to extend vocational guidance to every youngster in South Dakota while I'm State Superintendent.

Please do keep me informed on your progress.

Warm wishes,

Don Barnhart

DON BARNHART
State Superintendent
of Public Instruction

nh

STATE OF SOUTH DAKOTA

EXECUTIVE OFFICE

PIERRE
57501

CHARD F. KNEIP
GOVERNOR

May 17, 1971

Mr. William R. Anderson
Information Specialist
Watertown Independent School
District Number 1
435 Tenth Avenue Northwest
Watertown, South Dakota 57201

Dear Mr. Anderson:

Thank you for forwarding the information on the Career Development Project at Watertown.

I appreciate your thoughtfulness in this matter.

Sincerely,

RICHARD F. KNEIP
GOVERNOR

RFK/mtm

KARL E. MUNDT
MADISON, SOUTH DAKOTA

R. L. McCAUGHEY
ADMINISTRATIVE ASSISTANT

ROBERTA VAN BEEK
EXECUTIVE SECRETARY

WALTER C. CONAHAN
PRESS SECRETARY

ROBERT E. RUDOY
LEGISLATIVE ASSISTANT

United States Senate

WASHINGTON, D.C. 20510

MEMBER:
APPROPRIATIONS COMMITTEE
FOREIGN RELATIONS COMMITTEE
GOVERNMENT OPERATIONS COMMITTEE
SENATE INVESTIGATIONS SUBCOMMITTEE
ADVISORY COMMISSION ON
INTERGOVERNMENTAL RELATIONS

May 21, 1971

Mr. William R, Anderson
Information Specialist
Watertown Independent School District #1
435 Tenth Avenue, N. W.
Watertown, South Dakota 57201

Dear Mr. Anderson:

Thank you very much for the information you recently sent with respect to the K-12 Career Development Project at Watertown. We very much appreciate receiving this information since it enables us to see how one of these programs is working out in an actual school application.

We do appreciate being kept informed of your progress.

Sincerely yours,

R. L. McCaughey

Robert L. McCaughey
Administrative Assistant

RLM:gkh

STATE OF SOUTH DAKOTA

DEPARTMENT OF PUBLIC INSTRUCTION

Don Barnhart, State Superintendent

Pierre 57501

AC 605 224 3243

June 23, 1971

Mr. William R. Anderson
Watertown Independent
School District No.1
Career Development Project
435 10th Ave. N.W.
Watertown, South Dakota

Dear Mr. Anderson:

Thank you for your recent letter containing the news stories. The information released by the Career Development Project was of great interest.

Perhaps you would be interested to know that this past Monday, June 21, I met with Mr. Clayton Carlson. We discussed and reviewed the V.I.E.W. program.

Once again, thank you for the news stories.

Sincerely,

Don Barnhart

Don Barnhart
State Superintendent
of Public Instruction

DB:js

OFFICE ADDRESS:
1221 House Office Building
Washington, D.C. 20515
Telephone: (202) 225-2801

DISTRICT OFFICE:
418 Fourth Street
Brookings, South Dakota 57006
Telephone: (605) 692-4572

FRANK E. DENHOLM
1st District, South Dakota

COMMITTEE ON AGRICULTURE
SUBCOMMITTEES:
Livestock and Grains
Domestic Marketing and Consumer Relations

ADMINISTRATIVE ASSISTANT
Mr. Arthur O. Anderson

Congress of the United States
House of Representatives
Washington, D.C. 20515

May 14, 1971

Mr. William R. Anderson, Information Specialist
Watertown Independent School District No. 1
Watertown, South Dakota 57201

Reurlet 4/28/71

Dear Mr. Anderson:

This is to acknowledge receipt of your above referenced letter concerning the K-12 Career Development Project at Watertown, South Dakota.

The information is essential to proper representation and I appreciate receipt thereof. It was thoughtful of you to furnish me with supporting materials and I am hopeful you will kindly continue to inform me promptly on all future matters of mutual interest.

Thank you very much.

Sincerely,

Frank E. Denholm

FRANK E. DENHOLM, M.C.

FED/A/b

JOHN L. MC CLELLAN, ARK., CHAIRMAN
HENRY M. JACKSON, WASH.
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BILL BROCK, TENN.
JAMES R. CALLOWAY
CHIEF COUNSEL AND STAFF DIRECTOR

United States Senate

COMMITTEE ON
GOVERNMENT OPERATIONS
WASHINGTON, D.C. 20510

June 1, 1971

Mr. William R. Anderson
Information Specialist
Career Development Project
Watertown Independent School District No. 1
435 Tenth Avenue Northwest
Watertown , South Dakota 57201

Dear Mr. Anderson:

Thank you for your letter and the information concerning the Career Development Project. I appreciate having this. It was thoughtful of you to think of me.

There are so many good and new things being done in education. I congratulate you for your hard work and untiring efforts. Please do keep me up to date on your progress.

Best wishes.

Sincerely,

Hubert H. Humphrey

JAMES ABOUREZK
2D DISTRICT, SOUTH DAKOTA

COMMITTEES:
INTERIOR AND INSULAR AFFAIRS

JUDICIARY

Congress of the United States
House of Representatives
Washington, D.C. 20515

508 CANNON HOUSE OFFICE BUILDING
TELEPHONE: (202) 225-8165

DISTRICT OFFICES:
609 MOUNT RUSHMORE ROAD
RAPID CITY, SOUTH DAKOTA 57701

U.S. POST OFFICE
HURON, SOUTH DAKOTA 57350

May 11, 1971

Mr. William R. Anderson
Information Specialist
Career Development Project
Watertown Independent School District #1
435 10th Avenue, N. W.
Watertown, South Dakota 57201

Dear Bill:

I am looking forward to receiving the information on the Career Development Project. This sounds like an extremely exciting effort.

If I can provide you any assistance, please don't hesitate to ask.

With kindest personal regards, I remain

Sincerely,

Jim

James Abourezk
Member of Congress

ED 060179

staff to the project, and developing the part each staff member is to play in the total project. This work will be in preparation for the initiation of the various activities that will bring the benefits of the project to the students. The goal of the project is to serve the students so it is important they become as involved as soon as possible.

Phase three will be implementing the various programs to be conducted. This will include integration of occupational information, orientation, and exploration into the curriculum. Identification of potential drop-outs, disadvantaged, and the handicapped students, along with intensive occupational counseling for the junior and senior high school students will be conducted.

The fourth phase will involve the collection of data and information to be utilized in the evaluation of the project. It will also include the placement and initial follow-up of students leaving school and the development of materials for dissemination to other schools for their use in similar programs.

Additional sums of money from the State Division of Vocational-Technical Education is available and will be used in other demonstration projects throughout the state of South Dakota. These projects will supplement the exemplary project of the Watertown School District.

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PROFESSIONAL STAFF

Project Coordinator

Occupational Counseling Specialist

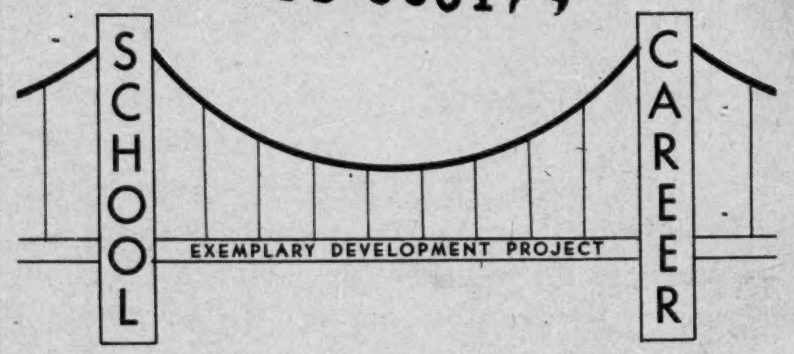
Occupational Education Specialist

Secondary Curriculum Occupational Education Specialist

Elementary Curriculum Occupational Education Specialist

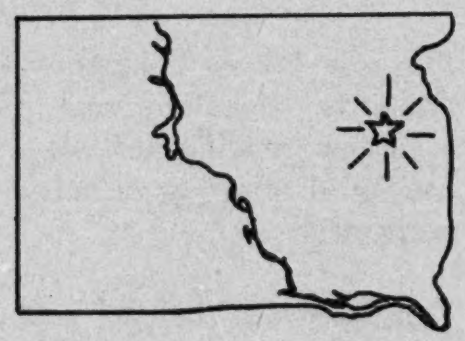
Senior High Occupational Counselor

Work Experience Coordinator



K Through 12 Project Career Development and Bridging The Gap Between School And Work

AN EXEMPLARY PROJECT



WATERTOWN PUBLIC SCHOOLS
WATERTOWN, SOUTH DAKOTA

Background

Under Part D (Exemplary Programs and Projects) of the Vocational Education Amendments of 1968 (P.L. 90-576, Section 141), Congress defined the purpose of exemplary programs and projects: "to stimulate, through Federal financial support, new ways to create a bridge between school and earning a living for young people, who are still in school, who have left school either by graduation or dropping out, or who are in post-secondary programs of vocational preparation, and to promote co-operation between public education and manpower agencies."

In light of the 1968 amendments, the U.S. Office of Education has pinpointed the following priorities:

1. Provision for broad occupational orientation at the elementary and secondary school levels so as to increase student awareness of the range of options open to them in the world of work.

2. Provision for work experience, cooperative education and similar programs, making possible a wide variety of offerings in many occupational areas.

3. Provisions for students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time that they leave school.

4. Provision for intensive occupational guidance and counseling during the last years of school and initial placement of all students at the completion of their schooling. (Placement might be in a job or in post-seconaary occupational training. Placement should be accomplished in cooperation with appropriate employment services, manpower agencies, etc.)

5. Provision to carry on the program after the termination of the Federal assistance under Part D of P. L. 90-576. Federal assistance under Part D cannot exceed three years.

This policy statement together with Section 141 (Vocational Education Amendments of 1968, Part D), guided our efforts in developing the exemplary program.

During the spring of 1970, the Watertown Public School District was selected to receive the Federally funded exemplary project. The interest of this school and community in occupational education was one of the major factors contributing to the selection of this site for the present project.

The project is designed for all students of public and private schools within the Watertown Independent School District. The total population of public schools in the district is 3,987 students, K-12. Other schools in the district include: seven public elementary schools, two parochial elementary schools, one public junior high school, one public senior high school, one private girls high school, and one public area vocational-technical school.

Procedure

The project is designed to create change in two major areas. First, it will concentrate on an in-service program for the counselors within the School District, and later as the program expands this will include counselor training on a state-wide basis. Second, it will develop and implement a career development program for K through 12, designed to help all students in the district to better bridge the gap between school and work.

The project will be divided into four phases. The first phase will include the recruiting and employing the project staff. This would be followed by an in-depth planning of the activities of the project and the development of policies, procedures, and the securing of resource materials. The products of phase one will serve as a basis for all future activities of the project. Thus, they are extremely vital.

The second phase will involve the orientation of the total school district

ED 060179

WATERTOWN INDEPENDENT SCHOOL DISTRICT No. 1

CAREER DEVELOPMENT PROJECT

WATERTOWN, SOUTH DAKOTA 57201

CLAYTON D. CARLSON
Project Coordinator

435 Tenth Avenue Northwest
Telephone: 605-886-3977

August 24, 1971

Radio Release

Orientation

In Progress

At Schools

Students entering Watertown's junior and senior high schools are getting a close look at their new surroundings this week through an orientation program sponsored by the Career Development Project.

About 85 sophomores are attending the high school orientation while some 240 new seventh graders are participating in the program at the junior high school.

The school administration and the Career Development staff are introducing the students to the buildings, programs, and regulations. The overall purpose of the voluntary four-day program is to relate school and work and help students see real purpose in their education.

Small group discussions and film strips help expose the students to a wide range of occupations during the two-hour sessions. The program will conclude Thursday with a guided tour of the city.

###

WATERTOWN INDEPENDENT SCHOOL DISTRICT No. 1

CAREER DEVELOPMENT PROJECT

WATERTOWN, SOUTH DAKOTA 57201

August 16, 1971

CLAYTON D. CARLSON
Project Coordinator

435 Tenth Avenue Northwest
Telephone: 605-886-3977

Junior High
Orientation
Slated Here

Orientation sessions for students entering Watertown Junior High School this fall are scheduled for August 23-26.

Registration was held last spring, but new registrations will be accepted the first day. Sessions will begin at 1 p.m. at the Junior High School, and will last about two hours.

The program will cover school plant and policies; introduction to extra-curricular activities; a look at each subject area; small group discussions; and a guided tour, "what makes Watertown tick."

The Watertown Public Schools, through its Career Development Project, has accepted the challenge of helping children prepare for the world outside the classroom. "There is a need to relate school and careers," says Paul Biegler, a Career Development counselor. "Many students feel alienated from school because they don't understand how their education is related to life. We hope this program will help them see the world of work as it really is."

The program is not aimed at decision-making, but rather at providing students with an opportunity to become exposed to a wide range of occupational areas.

# # #

WATERTOWN INDEPENDENT SCHOOL DISTRICT No. 1

CAREER DEVELOPMENT PROJECT

WATERTOWN, SOUTH DAKOTA 57201

CLAYTON D CARLSON
Project Coordinator

August 16, 1971

435 Tenth Avenue Northwest
Telephone: 605-886-3977

Watertown High
Sets Orientation
For Sophomores

A new program of orientation for Watertown High School sophomores will be held August 23-26 at the High School. The two-hour sessions will start at 9 a.m. in room 129.

"Though not required, we feel this course will be very beneficial to students entering high school," says Paul Biegler, a counselor with the Career Development Project. Registration was held last spring, but new registrations will be accepted the first day.

The program, the first ever offered here, will cover school plant and policies; introduction to extra-curricular activities; a look at each subject area; small group discussions; and a guided tour, "what makes Watertown tick."

The Watertown Public Schools, through its Career Development Project, has accepted the challenge of helping students prepare for the world outside the classroom. "There is a need to relate school and careers," Biegler says. "Many students feel alienated from school because they don't understand how their education is related to life. We hope this program will help them see the world of work as it really is."

Through exploration of their individual interests and aptitudes, students will develop a meaningful understanding of the real reasons for studying and learning. The program is not aimed at decision-making, but rather at providing an opportunity for exposure to a wide range of occupations.

WATERTOWN INDEPENDENT SCHOOL DISTRICT No. 1

CAREER DEVELOPMENT PROJECT

WATERTOWN, SOUTH DAKOTA 57201

CLAYTON D. CARLSON
Project Coordinator

435 Tenth Avenue Northwest
Telephone 605-886-3977

June 30, 1971

Radio Release

Watertown's pilot Career Development Program is contacting local resource people who are willing to share with students information regarding their careers. This includes their tasks, necessary education, and the goods and services provided. Career Development information is being integrated into the courses of study in the Watertown Public Schools. Mrs. Helen Dickson, elementary curriculum specialist with the project, is also arranging field trips to local firms to help make education more relevant to work.

#

WATERTOWN INDEPENDENT SCHOOL DISTRICT No. 1

CAREER DEVELOPMENT PROJECT

WATERTOWN, SOUTH DAKOTA 57201

CLAYTON D CARLSON
Project Coordinator

435 Tenth Avenue Northwest
Telephone: 605-886-3977

June 30, 1971

Radio Release

Twenty high school age youths are working with ten public agencies in Watertown this summer. The Career Development Project of the Watertown Public Schools is cooperating with the Neighborhood Youth Corps in placing the students on the summer jobs. The jobs not only provide the students an opportunity to earn money, but also offers them valuable work experience, Jack Hegna, work experience coordinator with Career Development points out. The students will work 26 hours a week for eight weeks.

#

Work Seminar Here Is Highly Successful

Pupils from 38 schools in South Dakota will come into closer contact with the working world next fall because of two seminars held at Watertown in June. Counselors from 38 schools were selected for this special training.

World of Work sessions were sponsored by the state's pilot Career Development Project, State College, Springfield, who wrote the pilot project, believes career education should be started early.

Clayton Carlson, coordinator of the project, said "The seminars will give counselors a foundation to help students bridge the school-work gap and give each child a secure background for the world in which he will live."

The seminars were coordinated through S. D. State University for graduate credit and organized by Dr. Orville Schmieding and Dr. Allan Lindstrom both of S. D. State University.

Significant to the total seminar, Dr. Schmieding said, was the realization that only 14 per cent of today's youngsters graduate from college. He explained, "We can no longer afford to mold all children to an educational system relevant to only 14 per cent of the class." He emphasized that career development is for all students because the college-bound person also needs to develop attitudes toward work, others and self as well as exploring many career possibilities before relizing his potential.

Dr. Duane Brown, University of West Virginia, a guest speaker at the seminar, pointed out, "Our society is work-oriented. The parimary purpose of education is to prepare people for jobs."

He said 70 per cent of the jobs today's elementary children will eventually hold do not exist today. The average youth entering today's labor force will need retraining by age 30 and will be retrained every seven years thereafter — changing careers about five times.

Counselors heard officials from vocational schools in South Dakota and Minnesota and representatives speak from several major industries and business associations. Personnel from the career development office and Robert Cockle, Watertown superintendent of schools, also assisted with the seminar.

Counselors, evaluating the seminar, expressed enthusiasm for the study made here. One counselor reported, "I got as much from this week as I normally get from a whole summer session; lets hope we can fill the gap in this part of our educational system."

CORRECTION

In the story about the "World of Work" seminar yesterday, a name was omitted. Dr. Thomas Stone, Southern State College, Springfield, should be credited with writing the pilot project. He believes career education should be started early.

The Career Development Project is directed from offices in Watertown in cooperation with the Watertown school system. The seminars were sponsored in cooperation with the division of vocational technical education Pierre.

EXHIBIT 5

Student and Parent Information

Federal funds are available to provide a limited number of jobs to sophomores and juniors — 16 and 17 years of age. Selection of students will mainly be based on financial need. Tentative plans are that the program will begin on or around June 7th and continue for a period of eight weeks.

The student will be allowed to work 26 hours a week at $1.60 an hour and be paid once every two weeks.

A physical examination is required for students receiving the jobs. There is no charge for the physical.

If you do not have a social security number, we can make arrangements to obtain one.

You will be required to state your family taxable income on your application, so please have this available when you turn your application in. Please fill out the application provided you and return it immediately to Mr. Hegna in Room 146. All applications must be in on Thursday, May 6th. If there are any further questions, please contact me.

NEIGHBORHOOD YOUTH CORPS

PRE-ENROLLMENT INFORMATION

To be filled out by referring agency or individuals:

Date of Interview_____

1. Name of Applicant_____ Age _____

2. Address_____ Phone_____

3. Birthday_____ Sex _____ Social Security_____

4. Race _____ Name of School_____

   Grade Completed_____ Date left school_____

5. Number of members of family living at home_____

6. Total family income from line 18 on 1040_____

7. Explain how figure line 6 was arrived at:

8. Head of the Household Occupation_____

9. Or Guardians Occupation_____

10. Relation between you (or organization) and enrollee -- how long:

Please list any additional information that would help to determine the eligibility of enrollee for program, and any other information that will help NYC staff to better understand applicant. (Use additional sheet if necessary).

Signature_____

(PRE-ENROLLMENT INFORMATION CONTINUED)

11. Height _____ Weight _____

12. Do you live with your parents?_____

13. If not, give name of guardian_____

Address_____ Telephone _____

14. List any serious illnesses you have had, give dates and details._____

_____

_____

15. Do you have any debts?_____ If so, give amounts and item purchased____

_____

16. What interests and hobbies do you have?_____

17. What type of work are you interested in?_____ _____

18. Number of days lost from school or work in last two years?_____

19. Have you ever been arrested or convicted of any crime?__ _____

If so give details._____

20. Are you available to start work?_____ Are you presently employed?_____ If so, give employers name, address, and type of work you do._____

21. What type of work experience have you had?_____

_____

22. Do you type? yes_____ no _____ W.P.M._____

Signature_____

Date _____

WATERTOWN SENIOR HIGH SCHOOL

APPLICATION FOR VOCATIONAL EDUCATION PROGRAM

(Please type or print clearly-use ink)

Name _____ Social Security No._____

Address_____How long have you lived in this city____

Telephone No._____Date of Birth_____Height_____Weight___School Grade___

Do you live with your parents?_____

If not, give name of guardian_____

Address_____Telephone_____

List any serious illnesses you have had, give dates and details._____

_____

Father's Occupation_____Employer_____

Mother's Occupation_____Employer_____

Do you have any debts?_____If so, give amounts and item purchased_____

_____

What type of work are you interested in?_____

Have you ever been arrested or convicted of any crime?_____
If so give details._____
Are you available to start work?_____Are you presently employed?_____If so, give employers name, address, and type of work you do._____

What type of work would you like to be doing five years from now?_____
_____
What type of work experience have you had?_____
_____

WORK EXPERIENCE PROGRAM
(RULES & REGULATIONS)

In this type of program the employer, the school, and the student are all concerned and cooperating: it is necessary that certain rules and regulations be observed. The employer has certain work which needs to be done for which he is training and paying you. The school has a definite responsibility in the arrangement as it aids you in preparing yourself for a career and making a reputation

FORM #1

and record which will follow you the rest of your life. Those who do not comply with the following rules and regulations of the firm for which they are employed may be dropped from the program.

1. You are not guaranteed a job and neither are you assigned a job. The coordinator will help in securing a position and then it is up to you and the employer to discuss the requirements and other job responsibilities. If you are qualified you will be hired.
2. Punctuality: As a member of a business organization, you are expected to report to your training station at a given time. Failure to report promptly may cause other employees to do extra work.
3. Responsibility:
   A. Illness cannot be avoided, but you must report at once to your employer and to the school any illness that will keep you from your training station.
   B. Only serious illness can be the cause of absence from your training station.
   C. If you are absent from school in the morning, you will not go to your training station on that day (Any unexcused absences for either your training station or school will be handled by the office as regular disciplinary cases).
4. Honesty: Honesty in all your relationships is necessary for present or future employment.
5. Positions:
   A. No student learner may leave his employer nor arrange for a change of employers without the knowledge and consent of the coordinator.
   B. Any difficulty arising in regard to your training (pay, hours, transfer, leaving, etc.) should be discussed fully with the coordinator before taking it up with your employer.
   C. A student is employed for the school year. This is a training program and is the same as a semester school subject. No changes should be made without consulting the coordinator.
6. Appearance: You are expected to conform to the rules and regulations of your employer regarding dress.
7. Grades and Credit: Grading on the job will be done by the coordinator. The employer fills out a rating sheet on the job, but this is only part of the evaluation used in determining your training grade (Upon earning a passing grade - one (1) credit will be given per semester for this program).

YOUR SIGNATURE (both parent and student) means that you have read carefully and understand completely the rules for the Work Experience Program at your high school.

Thank-you for your cooperation.

_____

Work Experience Coordinator

Parent's Signature_____

Student's Signature_____

Date_____

FORM #1

WATERTOWN PUBLIC SCHOOLS

VOCATIONAL COOPERATIVE TRAINING PROGRAM

PARENTS' APPROVAL STATEMENT

I understand the plan for part-time occupational training and know that my son/daughter,_____ will be in school and working on a supervised job, for pay, on a part day basis.

He/she will be given one credit per semester for this occupational training if he/she completes the work satisfactorily.

I hereby give my consent to the testing phase of the program.

I hereby give my consent and approval for the field trips planned and relieve the school and coordinator of accident liability. I also understand that the school will not be liable for any accidents en route to or from work.

_____

Signature of Parent or Guardian

_____

Date

WATERTOWN PUBLIC SCHOOLS

VOCATIONAL COOPERATIVE TRAINING PROGRAM

TRAINING AGREEMENT

Name of Student Trainee_____Phone_____

Training shall be in effect from_____to_____

Name of Firm_____Phone_____

Address_____

Training Supervisor (s)_____

Approximate number of hours student will work per week:_____

Title of Occupation_____Beginning Wage_____

The trainee will not be urged to quit school to accept full-time employment.

Work standards expected of students will be the same as those expected for other beginning workers.

The training period will be for the duration of the school year or as otherwise determined by the training sponsor and coordinator.

The coordinator will be kept informed of all problems directly related to the student and the job.

The student will be trained in the following phases:

The Student Trainee is to work the assigned training station only, for which he will earn one credit per semester.

The Student Trainee is to be present and on time each day both in school and at work. On no occasion is he to be allowed to go to his training station on a day that he has been absent from school. By so doing, he will be subject to dismissal from the program with resulting loss of credits.

The student understands that his employer will rate his work from time to time and discuss his progress with the coordinator. The grade for his work experience will be based on these ratings and interviews.

FORM II

(Cont. page 2)

(Training Agreement Cont.)

The student will respect employment ethics and will at no time give out confidential information pertaining to his place of employment. The student agrees to become informed of the duties and responsibilities connected with his training station and in accepting the job does so of his own accord, agreeing to complete those duties to the best of his ability.

None of the parties may terminate this agreement without consulting the coordinator.

The undersigned will comply with the agreement as outlined on the training program according to the conditions as herein set forth which have been approved by the coordinator.

_____
Student Trainee

Approved:

_____ Parent	_____ Date
_____ Employer	_____ Date
_____ Principal	_____ Date
_____ Coordinator	_____ Date

FORM #II (2)

NINE WEEK REPORT

PLEASE RETURN
BY THIS DATE

_____

CAREER DEVELOPMENT

WATERTOWN PUBLIC SCHOOLS

JOB PERFORMANCE APPRAISAL

NAME OF TRAINEE_____ _____

TRAINING STATION_____

"Your comments and rating on this report will be used to grade this student's performance for _____ nine weeks grading period of this semester. Over or under evaluation will not help the student or the school. Therefore, please be as frank and impartial as possible in your rating. Your constructive criticism will enable the school to assist the individual student-trainee toward further improvement. This evaluation will be used as a basis for counseling with the student regarding progress on the job. It will be used to help determine a report card grade for the trainee."

RATE TRAINEE ON THE FOLLOWING FACTORS:

	OUT-STANDING	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	POOR
1. Reliability & responsibility	_____	_____	_____	_____	_____
2. Industry & ambition	_____	_____	_____	_____	_____
3. Adaptability to work situation ...	_____	_____	_____	_____	_____
4. Attitude toward work	_____	_____	_____	_____	_____
5. Attitude toward other employees ..	_____	_____	_____	_____	_____
6. Personal appearance	_____	_____	_____	_____	_____
7. Attendance & punctuality	_____	_____	_____	_____	_____
8. Quantity of work	_____	_____	_____	_____	_____
9. Quality of work	_____	_____	_____	_____	_____
10. Common sense judgement	_____	_____	_____	_____	_____
11. Effectiveness in presenting ideas.	_____	_____	_____	_____	_____
12. Supervisory ability	_____	_____	_____	_____	_____
13. Honesty.....	_____	_____	_____	_____	_____
14. Initiative	_____	_____	_____	_____	_____
15. Following instructions.....	_____	_____	_____	_____	_____

ATTENDANCE

Number of days absent_____ Were you notified in advance?_____

Number of times late for work_____

OVER-ALL RATING OF STUDENT-TRAINEE

Superior _____ Good _____ Average _____ Weak_____ Poor_____

Comments:

Rated by:_____ Date_____

WEEKLY TALLY SHEET

OF

ON-THE-JOB TRAINING

DAY	JOB PERFORMED	HOURS ON THE JOB	TOTAL HOURS FOR DAY
MON.		From to	
TUES.		From to	
WED.		From to	
THURS.		From to	
FRI.		From to	
SAT.		From to	

TOTAL HOURS FOR THE WEEK ********** _____

RATE PER HOUR ********** _____

GROSS AMOUNT EARNED FOR WEEK ******* _____

Signed _____

COURSE DESCRIPTION

Exploration Into The World of Work

(~~two programs~~ - one geared to the potential drop out and one geared to ~~special~~ education students)

Coordinator: Jack Hegna
Watertown High School
Watertown, South Dakota

In order to provide the disadvantaged student an opportunity to evaluate and to begin building his future in the world of work, the following program is being proposed. The program will be available for two groups, the potential drop out and the special education student. The program will be in the form of a cooperative vocational education program with related vocational instruction in the class and on the job experience. This program would serve to develop techniques to be used as a guide state wide.

Program for potential drop outs

The student who is a potential drop out may be a problem in school and in trouble with the law out of school. This student in most cases has not had the advantage of a wholesome home environment. For the most part he has a poor conception of himself which has been fostered by his home life and related negative experiences. He lacks confidence in himself and generally mistrusts people. Because of previous life experiences he has developed a negative attitude toward society.

The basic premise of the program would be to provide an opportunity for this individual to realize some things about himself in relation to his future and the world of work. Through attainment of a job "when the student is ready" and through the job-life related class the aim will be to provide a positive learning experience necessary in his path to becoming a mature and responsible citizen.

This program would be designed to serve approximately six students for the completion for the school year. The student would continue attending his regular classes with the exception of this class replacing an elective subject. This class would serve as a bridge between the disadvantaged student and his adjustment to the system. By system I mean the school, the community, society - world of work. The in-class discussions will attempt to provide an opportunity for the problem student to air his feeling and gripes about himself and the system, with subtle guidance toward the realistic requirements of our society.

The job-life related class would meet three times a week, Monday, Wednesday and Thursday, and each student would be provided work experience at least five days a week in the afternoons. The program would be offered to Sophmores, Juniors and Seniors.

General Course Summary

(Class to be conducted on an open group discussion basis)

1. Self evaluation - understanding yourself and others-attitudes
2. Basic day to day living problems and frustrations
3. Orientation to the world of work - discussing individual interests and abilities - steps in obtaining and holding a job
4. Succeeding in the world of work, employer-employee relations
5. Legal aspects of employment
6. Insurance, Social Security, Workmen's Compensation Unemployment, etc.

The course will be geared to the student's needs and level of progress

Job opportunities will be obtained for the student. The student will be interviewed by the employer under normal employee interviewing methods. The basic guide lines of a cooperative educational program would be followed, such as:

1. Selection of work station
2. Job related class also involving individual life problems and career objectives
3. A jointly prepared training plan insuring learning of job skills and positive employee - supervisor experiences
4. Work experience coordinator to provide coordination between school and work

Along with students becoming aware of the world of work and learning some job skills the student will receive wages from the employer for some of the living necessities and self-earned pocket money.

Program for the special education student

This second program relates to the special education student at the Junior High School.

Approximately six educable mentally retarded students have been identified by their teacher as ready to begin steps toward the world of work and independence. The primary goal will be placing the student on a job that he can learn to handle with hopes he will become a permanent employee and eventually become self-reliant, independent from school.

A class would be established with the purpose of being geared toward developing basic life skills necessary for functioning in a community.

The general course would cover such material as:

1. Proper dress and work habits necessary in holding a job

2. Discussing and resolving daily life problems and job-related problems

3. Handling personal day to day responsibilities - money handling, purchasing, installment buying, personal checking account, obtaining drivers license, etc.

Employer reimbursement

Because the above students are disadvantaged there may be difficulties obtaining work stations. Therefore, if necessary, wage reimbursement to the employer will be available to cover additional training costs. This would also serve as an enticement to the employer for hiring the disadvantaged. Wages will be reimbursed following the basic requirements of Part G under the Federal Vocational Educational Program.

Jobs provided students will be of all types and in accordance with child labor laws and the Federal Wage and Hour Act. The student's interests and capabilities will be taken into account on job placements.

"One of many things to remember in this world of work is that there are employment opportunities for all kinds of interests and levels of ability. These lower ability or problem students can and do become happy, productive employees and members of society. If we can reach these people before frustration and failure create warped, maladjusted psychotic vegetables of them, they can be counted on the positive side of the ledger in terms of tax dollars rather than recipients of our welfare and unemployment checks !"

August 13, 1971

I'm sure you've done some serious thinking about your future - the kind of work you like, job requirements, and what abilities and qualifications you have.

I realize that you have left school and may now be working. But I'm sure that you want to improve yourself. You're concerned about a job and earning a living.

In early September I'll be conducting a course in "career development", and would like you to attend. I'm inviting several other young adults. This course will be open to discuss anything that concerns us -- one in which we can take a good honest look at ourselves in relation to others and our future work. We'll use our jobs as one topic for group discussion.

If you're interested in your future, call or write me today. We'll arrange a time to get together. I think you'll benefit.

Hope to hear from you soon!

Sincerely,

Jack D. Hegna
Work Experience Coordinator

JKD/sr

Call or write:

JACK HEGNA
Work Experience Coordinator
435 10th Avenue N.W.
Watertown, S. D. 57201

Phone: 886-3977
or
886-4340

NAME _____ TELEPHONE NO. _____

The school needs your help in providing job experiences to students. Please fill out and return this card to us today.

We need part time employees immediately. Yes____ No____

I am interested in providing jobs for students in the future. Yes____ No____

Possible date when student may be needed. _____

I would be interested in letting students observe various jobs in my place of business. Yes____ No____

I am not interested in providing students work experiences. Yes____ No____

Thank you for your help!

5

WATERTOWN INDEPENDENT SCHOOL DISTRICT No. 1

CAREER DEVELOPMENT PROJECT

WATERTOWN, SOUTH DAKOTA 57201

CLAYTON D. CARLSON
Project Coordinator

435 Tenth Avenue Northwest
Telephone: 605-886-3977

August 13, 1971

I wish to ask your cooperation in providing an opportunity to young people to become more aware of the work world as it relates to their education. You, as an employer, realize the need for young people to learn early; good work habits, work attitudes and a will to succeed.

It's very crucial that a student gain work experience. From work experiences a person begins to gain appreciation for earning a living and begins to determine the type of career he will eventually select.

The school needs your help in providing jobs to young people. If you need a part-time employee please contact me. I have several students in my class studying Career Development (a job-life related class) and each needs a job. The course centers around work. The students are eager to find employment, but jobs have been very difficult to obtain. If you are interested in helping our young people find work, please fill out and return the enclosed card. I would be glad to talk with you at any time. My phone number is: 886-3977

Thank-you.

Sincerely,

JDH/cak

Jack D. Hegna
Work Experience Coordinator

N.Y.C. STUDENT ASSIGNMENTS

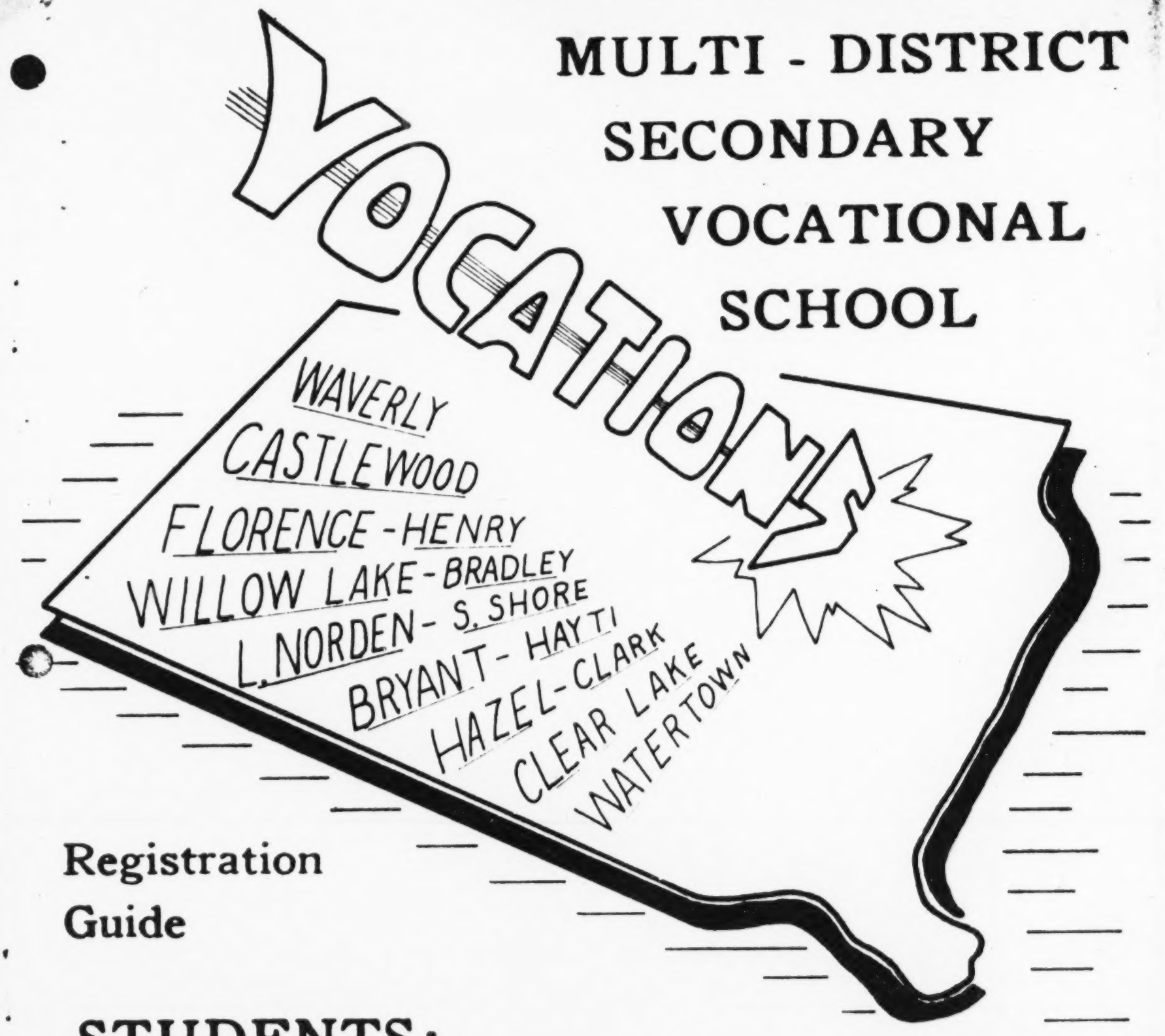
SUMMER WORK PROGRAM 1971

STUDENT	ASSIGNMENT	SUPERVISOR
Steve Woods	Lincoln	Joe Paulson
Rodney Kannas	Junior High	Don Lindner
William Coykendall	Junior High	Don Lindner
Leon Brandriet	Senior High	Frank Bowen
Randy Hanson	Senior High	Frank Bowen
Keith Miller	Senior High	Frank Bowen
Kerry Ascher	Grant	Curt McLaughlin
Roxie Skinner	K-12 C.D.P.	Clayton Carlson (Mellette Annex)
Linda Hanson	Sr. High, Business Office, Principals Office	E. T. Edwards
Nancy Boldt	Title I Summer School Program & Curr. Work	Harry Johnson (Grant) A. P. Sonstegard (Sr. High)
Julie Johnson	Lake Area Vocational-Technical School	Leonard Timmerman
Julie Jensen	Employment Office	Don Biegler
Mike Reihe	Park System	Clifford Schaack
Dianne Johnson	Navy Recruiting Station	Jerry Erickson
Connie Toering	Army Recruiting Station	Stg. Eugene Swanson
Susan Fortin	Air Force Recruiting Station	Stg. Robert Murphy
Dianne Bull	Transportation Dept. of Flight Service-Airport	Bill Tanner
Calvin Engels	Transportation Dept. of Systems Maintenance Airport	Frank Wastol
Lloyd Hanks	Senior High	Frank Bowen
Kevin Lang	Senior High	Frank Bowen

ED 080179

EXHIBIT 6

LAKE AREA MULTI - DISTRICT SECONDARY VOCATIONAL SCHOOL



Registration Guide

STUDENTS:

Multi-District Secondary Technical Education will prepare the student for either immediate employment in positions requiring a limited service or may allow advanced placement into area vocational technical schools or colleges. The Multi District school will offer personal challenges and opportunities to the young person of today who has the vision to foresee his future tomorrow.

This registration guide has been prepared to aid you in planning your high school program. All necessary information relating to course description, class length, and credit is included within this booklet.

If you have questions about course content or objectives, contact the Multi-District counselor for an explanation.

LAKE AREA MULTI-DISTRICT SECONDARY VOCATIONAL SCHOOL
COURSE DESCRIPTION

AUTOMOTIVE SERVICES

A two hour one year program (11 or 12). The automotive services program will provide instruction in the theory and operation of internal combustion engines. Training will include trouble shooting and overhaul of many types of engine construction. Units of instruction will include electrical systems, tune up, fuel systems, hydraulics, power trains, chassis and accessories. Students will receive orientation in parts and shop management.

A modern well equipped shop will help the student apply the knowledge gained in theory. Related training will include welding, safety, automotive mathematics and business communications.
2 credits

INDUSTRIAL DRAFTING

"Drafting", the language of industry. It represents the line between reality and dreams. Draftsmen are skilled people who can translate ideas and concepts into workable tools, machines, buildings and other things.

Instructional units will include the exploration of basic drafting, mechanical drafting, technical illustrating, electronics drafting, architectural drafting, and civil drafting.

A two hour one year program (11 or 12). 2 credits

BUILDING TRADES

A career in Building Trades means an active life, rich in self-satisfaction and sense of accomplishment. Carpenters are the largest group of building construction workers but, besides basic carpentry practices, students will explore construction materials, electrical wiring, plumbing, concrete technology, building codes, and safety practices.

A modern well equipped shop will help the student apply the knowledge gained in theory.

A two hour one year program. (11 or 12) 2 credits

BUSINESS OFFICE SERVICES

The ever-increasing size of business operations has created a continually expanding demand for persons trained in the business office skills.

Positions available to trained personnel include receptionist, clerk, typist, file clerk and personal or general secretary.

The program will provide training in typing, filing, office style dictation, punched-card data processing, job projects, typing projects, office management, business mathematics, business communications, personal care, human relations, receptionist duties, cutting and correcting masters and stencils, operation of liquid duplicators and other types of office machines commonly found in the business office.

Office machines included are the ten key adding listing machine, printing calculator, comptometer, full-key adding listing machine, electronic calculator, punched card data processing equipment, dictaphone and stenorette.

Prerequisite-Typing I.

A two hour one year program (11 or 12) 2 credits.

HEALTH OCCUPATIONS

Health workers are continually in demand for employment in hospitals, nursing homes, medical clinics, government hospitals, and research facilities. Many of these positions do not require advanced education, but do require some specialized education, short courses of study, and on-the-job training.

Students will become familiar with the many health career opportunities, become acquainted with community health problems and practice basic nursing skills.

Students will be exposed to actual on-the-job observations in local medical facilities and health related institutions and will receive theory in related classroom instruction.

A two hour one year program. (11 or 12) 2 credits. Open to male and female.

ELECTRONICS

Electronics is at the center of our national life and the best is yet to come. The areas which a student in electronics can enter are limited only by the amount and quality of education and experience the person receives.

Professional opportunities include television and radio repair, electrician, electronic technician, industrial technician, communication technician, quality control technician, etc.

The multi-district electronics curriculum will provide sufficient training needed to understand the skill and attitudes necessary in preparing for industrial and commercial electronics.

Study units will include direct current, magnetism, alternating current, inductors, capacitors, resonance, circuits, tubes, transistors, radio, industrial electronics and communications.

A two hour one year course (11 or 12) 2 credits.

VOCATIONAL AGRICULTURE

There are many opportunities open to a young person trained in technical agriculture. There is an ever increasing demand for technicians in agri-business. All areas of agriculture are becoming more technical and more knowledge and skills are necessary in order for a person to become successful.

Vocational agriculture or vocational agribusiness as it probably should be called is for students who are interested in some phase of agriculture either on the farm or in agriculturally related business. Students will "earn and learn" at the same time. Students on the farm will engage in productive projects such as raising crops or livestock which they own for experience and for profit. Students who do not live on a farm may work on farms during the summer or take jobs which are related to agriculture for their work experience.

Students enrolled in agriculture will study many topics. One semester will be devoted to a course called CROPS AND SOILS. Students will study the production of corn, small grains, flax, forages, weeds, and weed control, identification and crop judging. The study of soils and fertilizers is covered as related to production. About 2/3 of the time is spent on these topics. About 1/3 of the time is spent in the agriculture shop and is spent on farm carpentry, tools and materials.

The second semester will cover ANIMAL SCIENCE which includes the study of beef, hogs, dairy, poultry, and sheep production. Included is a study of breeding, feeding, management, marketing and the products produced by these animals, that is, meats, dairy products, eggs and wool. Again, about 2/3 of the time is spent in the classroom and 1/3 in the shop.

This semester is devoted to arc welding, acetylene welding, metals and tools and tool reconditioning.

A two hour one year program (11 or 12) 2 credits.

DISTRIBUTIVE EDUCATION

The American free enterprise system demands an understanding of the economic and social responsibilities by those engaged in sales and marketing.

This class requires that student-workers find part-time on the job training stations in their local community. Instruction will include general related vocational information. It also provides discussions about personal living as it affects the worker and his work. Specific occupational skills are taught in the field of sales and marketing. Efforts are made to provide the student with skill training in the occupation he has chosen to fulfill the work experience part of the program.

Students selected for this program will be evaluated as to their desirability as workers and for their specific vocational interest.

A one year program. 2 credits; one for class (which meets three times a week for two hours each meeting) and one for job. (11 or 12)

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EXHIBIT 7

ADVISORY COMMITTEE

Ross Case - Radio Station Manager

Mrs. Collins - Housewife

Ernie Edwards - Senior High Principal

Dean Gackstetter - Businessman

Harry Goose - Junior High School Industrial Arts

Richard Gordon - Elementary Principal

Harlan Konrad - Senior High Counselor

Mrs. Bert Kuntz - Elementary Teacher

Allen Mitchell - Senior High School Teacher

Glen Robel - Junior High Principal

L. H. Timmerman - Lake Area Vocational School Director

A. P. Sonstegard - Watertown School Curriculum Direcotr

R. W. White - Assistant Superintendent

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EXHIBIT 8

STAFF

CAREER DEVELOPMENT PROJECT

Clayton D. Carlson - Project Coordinator

Helen K. Dickson - Elementary Curriculum Specialist

Jack Hegna - Work Experience Coordinator

William R. Anderson - Educational Information Specialist

Paul E. Biegler - Occupational Counseling Specialist

David F. Marquardt - Secondary Curriculum Specialist

Wayne L. Cormaney - Senior High School Counselor

Clayton D. Carlson Project Coordinator

Education

Graduated from Hayti High School
B.S. Economics S.D.S.U.
MEd. Guidance and Counseling S.D.S.U.

Occupational Experience

Horace Mann Insurance Company, 3 years District Agent
Retail Lumber 1½ years
Wholesale Foods 1 year
Aviation Machinist while in Navy for 3 years
Other jobs for varying lengths - truck driver, taxi driver
construction, farm labor, shell handler in ordinance depot
florist delivery man, packing house worker

Teaching Background

7 years clasroom teacher
3 years Guidance Counselor - 2 years as Director of Guidance
Vocational Counselor - Lake Area Vocational-Techincal School
4 years Local Adult Basic Education Director

Professional Experience

General Electric Fellowship in Economics Education
  1962 - Purdue University
Adult Basic Education Institute for Administrators
  1967 - University of Iowa
Adult Basic Education Institute
  1968 - S.D.S.U.
Adult Basic Indian Education
  1969 - Northern Montana College
Foreign Relations Seminar
  1966 - Co-sponsored by Moorehead State College &
                North Dakota State University
North Central Evaluation Team
  1967
Institute for Exemplary Project
  1970 - University of Nevada
Workshop for Innovations in Vocational Education
  1970 - Ohio State University
Secretary's Regional Conference of Vocational Education
  1971 - Denver, Colorado
State Advisory Committee for Adult Basic Education
Member of Inter-Lakes CAMPS Committee - State Planning Agency

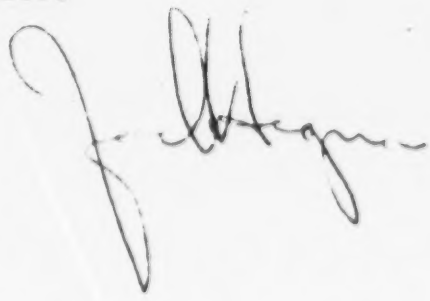
Mrs. Helen Kathryn Dickson, nee Helen Baer, Born, 9-23-22, Danville, Ill., Father, late W. C. Baer; Mother, late Lillian M. Baer; 1sister, Betty, deceased. Father, H.S. Principal, Mother, Jr. High; Sister, H.S. teacher-adjuster. Helen received MEd, Central Washington State College, 8-14-70, Curriculum Specialist, B.S., Utah State University Branch, Cedar City Utah, '64.

Ex. Grades 1,2;3, Danville, Illinois, 5 years, Redfield South Dakota, 3 years; Chelan County, Wenatchee, Washington, 3 1/2 years. Substituted, All Grades, 1-8, 13 years, Minnesota. 13 years, Secy.-Treas. of Clear Valley Telephone Company, Clearwater, Minnesota, Asst. Personnel Mgr., Post Exchanges, Camp Forrest, Tennessee, 3 years; 2 years, miscellaneous business and sales experience, Aledo and Rock Island, Illinois, Ill.(1 of which was Status Clerk at the Arsenal);3 mos.District Office,ATSF Railway, Needles,California;Payroll.

Member, Pres.Church,OES; Danville, Ill.;Life Member, NEA, Member, International Platform Speakers Assn.; past Pres.,Village Council, Clearwater, Minn., past Pres.-organizer, Washington Education Assn., Sub Unit, Secy.-Treas.,Clearwater Improvement Corp.; Secy.Treas.,3 terms,Clearwater, Minn., Secy.Treas., North Central Washington Psychology Assn.,'70. Woman of the Week, Danville, Ill..

After graduating from High School in 1962, I went to the University at Eau Claire, Wisconsin majoring in Sociology and minioring in Psychology. I worked my way through college holding such jobs as carpenter, postal clerk, ward assistant in an institution for the mentally retarded and also a leader in an institution for juvenile delinquents.

Upon graduating from college in 1967 I was employed as a personnel assistant by the Minnesota Rubber Company, in Minneapolis. Aug. 1969, I was promoted to the Quadee Plant, Watertown, S. Dak. as the office mgr. handling personnel, purchasing and the office. My 3½ years of personnel experience primarily consists of handling employment, safety, union grievances, disciplinary problems, unemployment, compensation, workmens compensation, insurance and recreational activities.



William R. Anderson

Raised at Beresford, S. Dak. Served three years in the U. S. Navy. Worked on farms and in agricultural businesses for several years.

Majored in agricultural journalism at S. D. State University, Brookings. Experience includes six years on the news staffs of daily and weekly newspapers, three years in commercial publishing, three years in public education, and two years with the Federal Extension Service.

Paul E. Biegler

Graduated from high school at Aberdeen, South Dakota. B.A. Degree from St. Cloud State College. M.A. from University of Nebraska in Counseling and Guidance.

Work experience includes: sales for Northwestern Bell in Omaha, Nebraska; pharmaceutical sales for Burroughs Wellcome and Company, Scarsdale, N.Y.; Service Manager at Fairview Southdale Hospital, Edina, Minnesota; Co-Director, Grand Forks Air Force Base, University of North Dakota.

Name: David F. Marquardt

Position: Secondary Curriculum Specialist

Date of Birth: February 23, 1942

Place of Birth: Watertown, South Dakota

EDUCATION:

Watertown High School, graduate (1960)
S.D. State University, B.S. (1964)
The American University, M.A. (1968)

HONORS & ACTIVITIES:

National Merit Finalist, Briggs Scholar, Student Government Finance Officer and Chairman of Publications Council, Homecoming Committee Finance Chairman, Fine Arts Festival Finance Chairman, Toastmasters Student of the Year, Who's Who in American Colleges and Universities, Blue Key.

TEACHING EXPERIENCE:

Flint Hill Prep., Fairfax, Va.	1966-1967
The Episcopal Acad., Arlington, Va.	1967-1968
Watertown, (S.D.) Jr. High	1969-1971

WORK EXPERIENCE NOT RELATED TO EDUCATION:

Legislative Intern. for Senator Karl E. Mundt (1964)
Private, U.S. Capitol Police (1964-1965)
Research-Clerk, U.S. Senate Minority Policy Committee (1965-1966)
Automotive Partsman, Marquardts Auto Supply (1968-1969)
Automotive Parts Salesman, Great Plains Auto Supply (1968-1969)

SPECIALIZED WORKSHOP EXPERIENCE:

Newspaper in the Classroom Seminar, Univ. of Iowa (1971)
World of Work Seminar, Career Dev. Project (1971)

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PROJECT DIRECTOR - Clayton Carlson

Résumé

Wayne Lee Cormaney
124 So. Lake Dr.
Watertown, So. Dakota 57201

Telephone - 886-9258 (Residence)

PERSONAL INFORMATION

Age - 29 (10/20/41)

Height - 5' 10" Weight - 175

Marital Status: Married (JoAnn) Number of Children: 1 (Wade)

Health: Excellent Days absent from duty: 1969-70 - 1, 1970-71 - 0

Social Security Number: 485-46-1383

Future Goals: Further education and advancement in the area of Vocational Guidance & Counseling.

Immediate Goals: Fulfill the duties and obligations of Occupational Counselor for Career Development Project.

EDUCATION

University of Northern Iowa (1960-64)
Major: Business Ed.
Degree: B.A.
Activities: Phi Beta Lambda(Business), Phi Sigma Epsilon(Social), Wrestling(4 yrs.), Letterman's Club

Iowa State University (1967, 1968)
Major: Guidance & Counseling

N.E. Missouri State College (1968, 1969, 1970)
Major: Guidance & Counseling
Degree: M.A.
Activities: Phi Delta Kappa

South Dakota State University (1970-71)
(Post-graduate)

CAREER DEVELOPMENT PROGRAM

Sequence of Events & Major Activities

During 1970-

Sept. 13 - The Watertown School District was notified that their Career Development Project Proposal was approved and funded. The interest of the school and community in occupational education was one of the major factors considered in selection.

Oct. 1 - Clayton Carlson, formerly a counselor in the Watertown High School, was hired as Project Coordinator.

Oct. 15 - The Career Development Office opened in its present location, and organizational and staff recruitment activities were begun.

Oct. -- School superintendents were invited to submit proposals for satellite programs to be funded through the Career Development Project.

Dec. 1 - William Anderson began work as occupational information specialist.

Dec. 2 - Jack Hegna began work as work experience coordinator.

Dec. 15 - Paul Biegler began work as occupational counseling specialist.

During 1971:

Jan. 8 - Six satellite projects of Career Development notified of funding.

Jan. 20 - Staff attended meeting of Inter-Lakes Guidance Association at Brookings.

Jan. 25 - Mrs. Helen Dickson began work as Elementary Curriculum Specialist.

Jan. 26 - Multi-District School coordinator selected.

March 3 - College class from Northern State College visits project.

March 10- Career Development Project presented to counselors and other educators attending a full day meeting of the S. D. Interlakes Personnel and Guidance Association here.

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March 10 - ERIC orientation session held for all Watertown English teachers by the information specialist.

March 11 - Career Development Project presented to the Watertown elementary teachers at an in-service session. Program presented to Junior and Senior High School staff on other occasions.

March 15 - Slide-Cassette presentation on the Multi-District Career Center completed.

March 22 - Preparation begun for summerworkshops for South Dakota counselors.

March 24 - Principals met with Career Development staff to discuss testing program. Alternative comprehensive tests were investigated, and the Ohio Vocational Interest Survey (OVIS) was used on a trial basis.

April 6-8- Coordinator Carlson attends Secretary's Regional Conference in Denver.

April 9 - Information packet on the Career Development Project sent to Congressmen and State officials.

April 14 - Third party evaluators secured.

April 15 - Occupational Information Center opened in High School.

April 28 - Watertown High School finds class visited food service program at the Vocational-Technical School at Mitchell, accompanied by Career Development Staff members.

May 3-7 - William Anderson, Information Specialist attended ERIC workshop in Denver.

May 9 - First monthly issue of the Project newsletter printed.

May 18-20- Coordinator Carlson visited VIEW program in Bloomington, Indianna, with State Vocational Education staff.

June 2 - Staff of the Aberdeen Public Schools summer career program met with the Career Development staff.

June 7-18- Career Development workshops held for 60 counselors from across the state.

July 1 - First meeting held with independent evaluators.

July 17 - Second meeting held with independent evaluators.

July 16-17-Mrs. Dickson conducted in-service meeting on occupational information at Rapid City.

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August 2 - Wayne Cormaney began work as Senior High School Occupational Counselor.

August 9 - David Marquardt began work as secondary curriculum specialist.

April 20 - Tom Jeffrey, elementary arts consultant from Mankato State College, Mankato, Minn., met with Career Development Staff and Administration.

August 23-26-Career Orientation sessions held for 7th and 10th graders.

OTHER SIGNIFICANT ACTIVITIES

All parochial schools contacted concerning participation.

All elementary teachers contacted by the Elementary Curriculum Specialist, and a career development lesson was presented to each class by a substitute teacher.

ERIC microfiche and hard copy collection begun.

Field Trip manual developed.

National Youth Corps and other work placements made by the Work Experience Coordinator.

Resource materials purchased by staff members.

More than 600 organizations, businesses, and institutions contacted for information on careers and career development.

(1)

WATERTOWN INDEPENDENT SCHOOL DISTRICT No. 1

CAREER DEVELOPMENT PROJECT

WATERTOWN, SOUTH DAKOTA 57201

CLAYTON D. CARLSON
Project Coordinator

435 Tenth Avenue Northwest
Telephone: 605-886-3977

SPEECHES

Helen K. Dickson,

El. Curriculum Occupational Education Specialist

1. Inter-Lakes Guidance Counsel
2. Counselors' Workshops
3. Grant School PTO
4. KWAT Radio message spot
5. Welcome Wagon
6. Rapid City Teachers' Pilot Project Workshop
7. Graduate Psychology Class, South Dakota State University, Dr.Lindstrom, Professor.